

# INSPECTION REPORT

## **BOWLING PARK PRIMARY SCHOOL**

Bradford, West Yorkshire

LEA area: Bradford

Unique reference number: 107234

Headteacher: Mrs P L Parkin

Reporting inspector: Mr R Cheetham  
2592

Dates of inspection: 14<sup>th</sup> – 18<sup>th</sup> January 2002

Inspection number: 182151

Full 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  |
| School address:              | New Cross Street<br>West Bowling<br>Bradford<br>West Yorkshire |
| Postcode:                    | BD5 8BT  |
| Telephone number:            | 01274 770270   |
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| Appropriate authority:       | The Governing Body   |
| Name of chair of governors:  | Miss P Reeve   |
| Date of previous inspection: | Not applicable   |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                |                      | Subject responsibilities  | Aspect responsibilities   |
|--------------|----------------|----------------------|---|---|
| 2592         | Mr R Cheetham  | Registered inspector | English,<br>English as an additional language   | What sort of school is it?<br>The school's results and achievements.<br>How well are pupils taught?<br>How well is the school led and managed?<br>What should the school do to improve further? |
| 9652         | Mr C Herbert   | Lay inspector        |   | Pupils' attitudes, values and personal development.<br>How well does the school work in partnership with its parents?   |
| 20230        | Mrs J Clayphan | Team inspector       | Art and design<br>Design and technology<br>Foundation Stage                                 |   |
| 15360        | Mrs E Randall  | Team inspector       | Music<br>Religious education<br>Special educational needs                                   | How well does the school care for its pupils?   |
| 14509        | Mr P Mann      | Team inspector       | Mathematics<br>Information and communication technology<br>Geography<br>Equal opportunities | How good are the curricular and other opportunities offered to the pupils?  |
| 22657        | Mr M Madeley   | Team inspector       | Science<br>History<br>Physical education  |   |

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school serves the West Bowling area of Bradford that has a significant degree of social deprivation and a wide ethnic mix. The school is larger than most primary schools with 295 pupils on roll including 26 full-time equivalent pupils in the nursery. Almost half the pupils are of white UK heritage and just over 40 per cent have Pakistani backgrounds. A few have Indian backgrounds and a few are from other cultures, including some whose parents have applied for refugee status. The proportion of pupils from ethnic minority backgrounds is very high when compared nationally. The main school languages other than English are Punjabi and Urdu and altogether 12 languages are spoken. 42 per cent of pupils are learning English as an additional language and 15 pupils (in Years 1 to 6) are at a very early stage. Children start part time in the nursery in either the September or the January after their third birthday. Most children's attainment on entry is well below that generally found and is very low in communication and social skills. 36 per cent of pupils are eligible for a free school meal and this is above the national average. 38 per cent of pupils are on the school's register of special educational needs and this is also above the national average. Their needs include: moderate and severe learning difficulties and emotional and behavioural difficulties. Four pupils have a statement of special educational need. A high proportion of pupils start or leave the school at other times than usual. The school was formerly a first school and opened as a new primary school in September 1999. Largely as a result of this re-organisation, three teachers have left and eight have been appointed over the last two years.

### **HOW GOOD THE SCHOOL IS**

This is an increasingly effective school that gives satisfactory value for money. Most eleven year old pupils' standards of attainment are below the expected level in English, mathematics and science but most make at least satisfactory progress from their starting points. Pupils learning English as an additional language make similar progress to other pupils and most of those with very little English make rapid progress in learning the language. Pupils with special educational needs make satisfactory progress. The headteacher, deputy headteacher and senior staff have led the school well through a difficult period of change and have put in place important management structures. Staff work well together and governors know about the school's strengths and weaknesses and are involved in its improvement. Most pupils enjoy school and want to do well. A small minority have difficulty in controlling their behaviour and the school works successfully with them to improve their conduct and school work. The school meets the needs of most of its pupils satisfactorily by helping them become involved in its activities and giving them good opportunities to learn.

#### **What the school does well**

- Has good leadership and management
- Promotes pupils' attendance and behaviour very well
- Provides very well for pupils' spiritual, moral, social and cultural development
- Takes good care of its pupils and assesses their progress well in the core subjects (English, mathematics and science)
- Provides a very attractive learning environment

#### **What could be improved**

- Pupils' standards of attainment in English (especially speaking and listening) throughout the school and in mathematics (especially in Years 3 to 6)

- The progress of higher attaining pupils in science
- Planning for school improvement over a longer period than at present
- The provision for information and communication technology and music so that it meets statutory requirements

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not been inspected since it is a new primary school.

## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1999          | 2000 | 2001 | 2001            |
| English         | N/A           | N/A  | E*   | E               |
| Mathematics     | N/A           | N/A  | E*   | E               |
| Science         | N/A           | N/A  | E*   | E               |

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

Children start in the nursery with levels of attainment that are well below those generally found and they are very low in communication and social skills. This table shows that last year, standards in English, mathematics and science were very low (in the bottom five per cent of schools nationally). Teachers who had little experience of the age group and the curriculum did not teach this year group well enough in Year 5 and pupils did not make enough progress. This picked up during their final year but not enough to catch up. In addition, a high proportion of pupils either left or joined the class and the school found it difficult to provide continuity in their education. Last year, most seven year old pupils attained well below the national average in reading, writing and mathematics. They attained above the average of similar schools in reading and below this in writing and mathematics. Over the last three years, seven year old pupils' standards have risen but have been well below the national average. The school understands very well that standards need to improve and that more pupils need to reach average and higher levels. It is improving its quality of teaching and general levels of support. Most pupils make satisfactory progress from their starting points in most subjects as they progress through the school. In the current Year 6, standards are below average in English, mathematics and science. Most pupils are working at the expected level in art and design, design and technology, physical education and religious education. They attain below this in history and geography but make satisfactory progress in developing the subject skills in history. They attain below this and make unsatisfactory progress in information and communication technology (ICT) and music because the school does not teach the full subject range. Most pupils at the early stages of learning English as an additional language make very good progress and most others make satisfactory progress. Pupils with special educational needs make satisfactory progress against the targets in their individual education plans. The school is making unsatisfactory progress towards its targets for eleven year old pupils in English and mathematics for 2002



because they were set too high. It is making satisfactory progress towards its challenging targets in these subjects for 2003.

### PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Most pupils' attitudes are good. A small number of pupils have significant difficulties with learning in school.   |
| Behaviour, in and out of classrooms    | Most pupils' behaviour is good. A few pupils' behaviour is sometimes challenging. The number of exclusions in the current year has reduced considerably from 14 to two.    |
| Personal development and relationships | Relationships are very good. Staff are consistent, supportive and flexible in their relationships with all pupils and they in turn are mostly respectful and co-operative. |
| Attendance                             | Attendance has significantly improved and is now good.   |

Most pupils are polite and well mannered towards visitors. A strength of the school is the racial harmony that goes through all aspects of its life. Pupils enjoy coming to school and most want to take part in all its activities.

### TEACHING AND LEARNING

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

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

Most lessons are taught satisfactorily and a significant minority are taught well. There is sustained good teaching in a reception class and in Year 6, where there is some high quality work. There is a small amount of unsatisfactory teaching in a Year 2 class (taught by a temporary teacher) and in a Year 5 class. The weaknesses are to do with the organisation of learning and not asking enough of higher attaining pupils. Teachers work very well with teaching assistants so that they help all pupils (including those with special educational needs) to learn. In this, the learning mentors who help pupils who find great difficulty in controlling their behaviour support them very well. A minority of pupils have short spans of concentration and need extra adult support to keep their attention and interest. By these means the school manages pupils' behaviour well and meets the needs of most of its pupils satisfactorily. Most teachers know this and offer different activities throughout the lessons. Occasionally, this pace slows and with it pupils' interest and progress. Specialist teachers work very well with pupils learning English as an additional language. The school does not provide enough support for pupils learning English as an additional language in the nursery, and support for them in Year 6 is not well organised enough. Staff teach the skills of literacy and numeracy satisfactorily but a minority do not give enough opportunities to develop pupils' speaking and listening skills. This is done well in Years 3, 4/5 and 6 when teachers ask more open questions that require pupils to develop more thoughtful answers. Pupils respond well to this and try hard to express their ideas and increase their range of expression. Teachers have good subject knowledge in art and design and design and technology and teach these subjects confidently. Pupils respond well and produce some good, thoughtful work.

Teachers' subject knowledge is unsatisfactory in ICT and music and pupils make slow progress in all aspects of these subjects except singing.

#### OTHER ASPECTS OF THE SCHOOL

| Aspect   | Comment  |
|--|--|
| The quality and range of the curriculum  | The school provides a satisfactory range of learning opportunities and very effectively ensures that nearly all its pupils have access to what it offers. It does not provide for their entitlement in ICT and music.  |
| Provision for pupils with special educational needs  | The school provides well for pupils with special educational needs. It assesses their needs at an early stage and deploys its staff well to met them.  |
| Provision for pupils with English as an additional language                                  | This is satisfactory overall. The school provides well for most pupils at an early stage of learning the language and they make rapid progress. There is not enough support for children in the nursery, and the support for pupils in Year 6 is not well organised enough.            |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | The school makes very good provision for these areas of pupils' development. It caters well for their spiritual development and very well for the other areas.   |
| How well the school cares for its pupils   | The school takes good care of its pupils and assesses their progress in English and mathematics well. Systems to assess their progress in most other subjects are not developed well enough. It has very effective systems for monitoring and promoting good attendance and behaviour. |

The school works well with its parents and is working to develop the links further. The school provides a good range of extra-curricular opportunities for its pupils and has very effective systems for supporting their personal development. The school makes very sensitive arrangements for pupils to follow their different faiths. The school's provision for ICT and music does not meet statutory requirements.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher and senior staff lead the school well. They have put in place important systems to develop the school since its opening and have managed change well. The school needs to develop the role of subject leaders to be more influential in school development planning. |
| How well the governors fulfil their responsibilities             | Governors make a satisfactory contribution to the school's development. They know the school's strengths and weaknesses.   |
| The school's evaluation of its performance                       | This is good. The school monitors the performance of its pupils in English and mathematics closely and uses the information to guide its practice. It monitors the quality of its teaching and improves it.  |
| The strategic use of resources                                   | This is unsatisfactory. The school has managed the immediate issues concerning the establishment of a new school well, but does not plan in enough detail for continuing improvement.  |

The school has very good accommodation and good staffing levels and its resources are mostly adequate, although there are shortcomings principally in English, science and ICT. Most governors know the school well through their daily contact and should now develop a routine visiting system to monitor and report on aspects of the school's improvement. The school does not link its forward spending decisions to an accurate audit of its current resources. The school satisfactorily applies the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved  |
|--|--|
| <ul style="list-style-type: none"> <li>• Their children like school</li> <li>• They can approach the school easily with questions or problems</li> <li>• The school expects the children to work hard</li> </ul> | <ul style="list-style-type: none"> <li>• The school should provide a more interesting range of activities outside lessons</li> <li>• The school should work more closely with parents</li> </ul> |

The inspection team agrees with parents' and carers' positive views of the school. The inspection team finds that the school provides a good range of activities outside lessons. It has satisfactory links with parents and it intends to improve these links shortly.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

##### **The Foundation Stage** (children under five)

1. Most children begin in the nursery with a range of skills and knowledge that are well below those generally found. Their skills of communication and social development are very low. Most teaching is satisfactory and just under a half is good. This helps most pupils make at least satisfactory progress towards all the early learning goals (the level of attainment expected of most children by the time they start Year 1). They make satisfactory progress in the nursery and good progress in the reception classes. This difference is partly because some children have less time in the nursery and there the provision for pupils learning English as an additional language is unsatisfactory. By the time they are ready to start Year 1, most pupils attain well below the level expected of most children in all the areas of learning, except in their physical development where their attainment is in line with that expected. Children learning English as an additional language make satisfactory progress overall because the provision in the reception classes is better than in the nursery. Children with special educational needs make satisfactory progress because the school assesses their learning needs at an early stage, staff are skilled at meeting their needs and there is a good child:adult ratio.

##### **Key Stage 1** (pupils from five to seven)

###### **Recent trends**

2. Over the last four years, pupils' standards of attainment in English and mathematics has been generally well below the national average. Over this period, boys have attained more highly than girls. However, in most years since 1998, the trend of pupils' attainment has been rising. The exception to this was last year when standards declined slightly in writing and mathematics. They remained at a similar level to 2000 in reading. This decline coincided with the period when pupil movement to and from the new building was disrupting school life. In 2001, pupils attained well below the national average in English, mathematics and science. When compared with similar schools (schools with a similar proportion of pupils entitled to a free school meal), the standards were above average in reading, were average in science and were below average in writing and mathematics. This steady improvement from pupils' low starting points is partly due to more accurate assessments of pupils' progress and recent improvements in teachers' planning.

###### **The current seven year olds**

3. Most pupils' standards of attainment in speaking and listening are below those expected for this age group but they make satisfactory progress from their starting points. A small minority of pupils, at the early stages of learning English as an additional language, make very good progress because specialist staff, working with small groups, teach them very well. Pupils gain confidence in speaking to larger groups but a significant minority still need to learn to take turns and to listen more closely to others. Most tend to speak in incomplete sentences but manage to make others understand what they mean. By the time they are seven, most are speaking more clearly about their work but lack the vocabulary to develop their ideas. A few can go beyond this and talk with more assurance. They listen closely to the teachers' questions and respond with more examples.
4. Most pupils' standards of attainment in reading are below those expected for this age group but they make satisfactory progress from their starting points. Those who attain

more highly, read with fluency and some expression. They enjoy reading as do most average attaining pupils. These two groups of pupils become involved with the stories and retell their favourite parts. Lower attaining pupils read much more hesitantly. They do not know the same breadth of words by sight or have all the skills to work out what new words say. They know most of the sounds that individual letters make but do not know enough combinations of letter sounds to work out what longer words say.

5. Most pupils' standards of attainment in writing are below those expected for this age group but they make satisfactory progress from their starting points. Standards of handwriting are satisfactory and most pupils make good progress. Average and higher attaining pupils can write in a range of forms and most writing is relevant to these pupils' interests, and motivates them. All pupils make at least satisfactory progress in writing when teachers and teaching assistants work with them. However, average and lower attaining pupils find it difficult to keep up their concentration and make slower progress when adults do not closely support them. Average and higher attaining pupils' spelling of frequently used words is usually accurate. Lower attaining pupils have few strategies for spelling correctly beyond trying the first letters in a word and they make slow progress unless they receive additional help.
6. In mathematics, a significant minority of seven year old pupils are working within the level expected of pupils of this age. A few are working beyond this and most are working below this. Most are making satisfactory progress from their starting points. Most can discuss their work using some mathematical language and are starting to use symbols such as  $<$  less than, and  $>$  greater than. A minority are keen to respond to questions that need quick mental recall of number facts. Few can explain how they worked out the answer or solve problems systematically. Most have a satisfactory understanding of the value of numbers and can complete addition and subtraction sums accurately. Most know the names of two-dimensional shapes and while most are starting to use standard measures of length, they are weak at estimating. Most can sort objects into groups and a minority can describe what they have in common. A minority can work out information from tables and block graphs.
7. In science, pupils' attainment has improved slightly since last year and a significant minority are working within the level expected of pupils of this age. Most are making satisfactory progress from when they joined Year 1. At this point they had a weak understanding of the world and limited ways to talk about what they knew. Most learn science without a strong background in English or the general knowledge to progress quickly. However, they are inquisitive and respond well to finding out things from experiments. Although many find it difficult to name objects, they can sort them into those that are made and those that are natural. Lower attaining pupils can do this with adult support. Most can record their findings simply but find it difficult to recall facts they have learned previously and use them to make comparisons.

### **Key Stage 2 (pupils from eight to eleven)**

#### **Recent trends**

8. Last year was the first time that pupils from this school were tested at age eleven and so there are no previous trends. In 2001, pupils' standards of attainment were well below the national average in English and very low in mathematics and science. Pupils' standards of attainment were well below the averages of similar schools. The school explains this low level of performance by evaluating the quality of teaching they received and the particular needs and attitudes of the group. For their last but one year in school, these pupils were taught by teachers with very little experience of teaching pupils of this age. One had little practical experience of teaching the National Curriculum for primary schools and in particular, the National Strategies for Literacy and Numeracy. The

school gave them extra training and the quality of teaching improved over the year. However, by the end of it, the pupils had not made enough progress. This improved in their final year partly because of better teaching and improved staffing levels. This better progress was not enough to make up for the progress lost the year before. This particular group of pupils had no role models outside of their age group with which to compare themselves because, for those two years they were the first, oldest pupils in the school. They also had only a few positive role models of high achievement or good behaviour from within the group. A high proportion of the pupils had either started or left the school since Year 2 (seven year olds). This unsettled the group and made it difficult for teachers to provide continuity to their learning throughout this period. Of those who attended the school from Year 2, most made good progress and the remainder (who were mostly on the school's register of special educational needs) made satisfactory progress from their starting points and towards the targets in their individual education plans. A significant minority of this year group had emotional and behavioural difficulties and presented the teachers with challenging behaviour. The school's systems for dealing with this were not as well developed as they now are and their behaviour and poor attitudes to school and learning were other factors in slowing their progress and that of their classmates.

#### **The current eleven year olds. .**

9. English standards are not high enough to support their secondary education and their learning in other subjects because too few pupils attain at the expected level and beyond this. The school has recognised this and is targeting groups of pupils to increase these proportions. Most pupils' standards of attainment in speaking and listening are below those expected of this age group but they make satisfactory progress from their starting points. A few pupils at the early stages of learning English as an additional language make very good progress because specialist staff teach them very well. Other pupils learning English as an additional language make satisfactory progress because of the general support from adults. A small minority of all pupils make good progress and attain above the level expected by the time they are eleven. They speak confidently and explain their ideas clearly. Most do not and are hesitant in expanding on their ideas or using those of others as the basis for further discussion. Many older pupils want to give a correct first answer and they present them quite forcefully. This can leave few opportunities for a wider discussion.
10. Most pupils' standards of attainment in reading are below those expected but they make satisfactory progress from their starting points. One significant feature of the pupils' reading is that most of them do not routinely go beyond their first understanding of the text without some prompting. Pupils who attain more highly are confident readers. They read with expression and full command of the text. Some pupils choose more challenging texts. Other higher attaining readers are less ambitious and their conversation and writing are not at the same depth. Most pupils enjoy reading and a significant minority use a good range of strategies to work out unfamiliar words. Average attaining pupils tend to work out the first one or two sounds of the word and then guess the rest. However, most pupils correct their reading as they go along. Lower attaining pupils get some enjoyment from reading. They know some common words by sight and the sounds individual letters make but are less sure about longer combinations and this slows their progress and fluency. Pupils learning English as an additional language are not familiar with the commoner patterns and rhythms of groups of English words. This limits their scope for anticipating which words are likely to come next in a sentence.
11. Most pupils' standards of attainment in writing are below those expected but they make satisfactory progress from their starting points. Higher attaining pupils make good use of imaginative language when they write poetry. They punctuate accurately and are

beginning to organise their longer pieces of writing well into paragraphs. They use short sentences well to build suspense or provide openings that seize attention but do not combine these with longer ones to keep the reader interested. Lower attaining pupils write with less clarity and use far fewer adjectives and adverbs to enliven their work. This reflects their lack of knowledge rather than their skill in including them. Their writing in sentences is mostly punctuated simply and correctly but they do not always extend ideas and occasionally do not present them logically. Their spelling of most frequently used words is often accurate. Their spelling of longer words is based on their knowledge of the sounds that letters make but is often incorrect.

12. In mathematics, pupils' rate of progress in numeracy is sometimes slower than in Years 1 and 2. This is partly because not enough time is given to consolidate pupils' number skills by practising them in different situations. By the time they are eleven, this progress has increased and most have learnt how to use number operations to solve 'real life' problems. Most have some understanding of the value of larger numbers up to 1,000 and can recall basic addition and subtraction number facts. A few higher attaining pupils often check how reasonable their answers are and can explain multiples and square numbers. Most can recognise some patterns such as those made by odd and even numbers. Higher attaining pupils can compare fractions and percentages and interpret basic information from graphs. Low attaining pupils can name two and some three-dimensional shapes and get simple information from charts. They are slow to recall and use basic number facts and find simple division a difficult idea to master.
13. In science, a minority of pupils are working at the level expected. A few are working beyond this and make good progress, for instance when they classify living things. While most pupils are working below this, they are making satisfactory progress from their starting points. Average and higher attaining pupils understand the idea of a fair test and have a good knowledge of how to make scientific investigations. They can use several ways to record their results. Their scientific vocabulary is not as extensive as it should be. Most higher attaining pupils have a satisfactory understanding of the properties of materials. Lower attaining pupils' knowledge and understanding are slowed by their language development. Some can sort materials into different categories and understand the difference between living and non-living things.

#### **Subjects other than English, mathematics and science**

14. By the time they are eleven, most pupils make satisfactory progress and are working within the level expected of pupils of this age in art and design, design and technology, physical education and religious education. This is partly to do with teachers' subject knowledge and because three of these subjects are practically based and do not place as much demand on pupils' command of English for them to succeed. They attain below this in history and geography, but in history they make satisfactory progress in developing the skills of the subject. They attain below this and make unsatisfactory progress in ICT and music because the school does not teach the full range of these subjects.

### **Pupils' attitudes, values and personal development**

15. Almost all pupils' attitudes to school and to their learning are good and their behaviour in and around school is also good. Additionally, relationships between all members of the school community are very good. However, there is a small number of pupils whose behaviour and attitude to lessons are sometimes challenging. Eighty-six per cent of parents who completed and returned the inspection questionnaire have positive views about behaviour in school
16. In classrooms, pupils' attitudes and behaviour were satisfactory in nearly all lessons. Standards of behaviour in the playground, in the dining hall and around school were consistently good and most pupils are polite and well mannered towards visitors. Pupils are very aware of the rewards for good or improved behaviour and try hard to gain school awards. There was no unsociable, sexist or racist behaviour during the inspection. The number of exclusions in the current year has reduced considerably as staff consistently work with pupils following the school's guidance. Since the start of this school year, two pupils have been excluded for a fixed period, compared with 14 in the previous school year.
17. Pupils generally have a good understanding of right and wrong and almost always show respect towards all members of the school community. There was no evidence of graffiti or vandalism in or around school. All pupils enjoy coming to school and take part enthusiastically in all activities. For example, when pupils arrive at the breakfast club, they were very keen to meet their friends and play games or talk over their cereal and hot drink.
18. Relationships are very good and pupils work and play together well. All staff are part of a team and enjoy very good quality relationships with the pupils. In the breakfast club, pupils socialise very well together. For example, a group of boys and girls were playing amiably on the football game together and pretending that their two rival teams were Liverpool and Manchester. Pupils also play very sensibly together in the playground and teaching assistants organise games with them. The high quality of these relationships has a positive impact on pupils' learning and development, as all pupils are included in all school activities. A strength of the school is the racial harmony that goes through all aspects of its life.
19. Pupils respond well to opportunities for them to take responsibility in school. In particular, as part of the newly formed school council, its Years 3 to 6 representatives are taking their responsibilities seriously and are very responsive to any help adults give. For example, one class representative is currently learning how to take minutes of the meeting in her role as secretary. Pupils also take responsibility as editors of the school newsletter and act as monitors around the school. Older pupils also work well in keeping a watchful eye on younger pupils in the playground. Pupils are also very aware of the needs of those less fortunate than themselves and make generous donations to charities such as the Bradford Soup Run at Harvest Festival time. All these activities have a positive impact on pupils' personal development.
20. Most pupils with special educational needs work well in smaller groups both in and sometimes out of class. They try hard and most of them want to do well. However, a few pupils with emotional and behavioural difficulties find it difficult to work in larger groups. Pupils learning English as an additional language are positive about their work. They mix well with other pupils and some older pupils take a leading role in school life and set good examples.



21. There has been a dramatic improvement in attendance rates since the end of the last school year when they were well below national average. As a result of a number of initiatives involving both local agencies and parents, the rate is now above national average and 14 pupils achieved maximum attendance during the autumn term in 2001. A small number of families take their children out of school during term for extended holidays but the school has worked hard to ensure that parents know the disruption that this can cause to their children's learning. The level of unauthorised absence remains slightly above national average but the figure has reduced by almost half since the last academic year. There is a small and reducing number of pupils who are late to school each day.

### **HOW WELL ARE PUPILS TAUGHT?**

22. Most lessons are taught satisfactorily. A small minority are unsatisfactory and one lesson in Year 6 was excellent. The unsatisfactory features included not matching learning tasks to the needs of all the pupils, expecting too little of higher attaining pupils, not arranging work so that all the pupils made at least satisfactory progress and not allowing sufficient time at the end of lessons to reinforce the main learning points. The excellent lesson in religious education in Year 6 was based on very good subject knowledge and meticulous planning. All pupils and particularly the higher attainers were challenged to discuss issues about responsibility and the consequences of actions. There was an excellent balance of activities so that pupils of different abilities could make very good contributions. It concluded with the teacher going over with the pupils what they had learned and where the work was leading next. Overall, eight per cent of lessons were unsatisfactory, 47 per cent were satisfactory, 38 per cent were good, five per cent were very good and two per cent were excellent.
23. Just over half of the lessons in the Foundation Stage were satisfactory and almost half of them were good. Teaching is satisfactory in the nursery. The teacher's planning is good and based on a good understanding of the Foundation Stage curriculum. The teacher and the nursery nurse work well as a team and set out an adequate range of learning tasks for the children. They manage children's choice of activities well and try to extend pupils' periods of concentration. Their routines of asking questions to stimulate discussion works satisfactorily for most pupils but for a minority they are not as effective. This is because these children have very little English to start conversations and tend to work without talking to others or speaking in their home languages that the staff have difficulty in responding to consistently. Staff place a lot of emphasis on pupils' social development and set good role models for the children. They generally respond well and make good progress. They learn to take turns and most take care when using equipment or playing with the wheeled toys outside.
24. The teacher in the younger reception class is new to the school, and she and the children are still settling in. Her expectations and organisation are generally satisfactory and her teaching is sound. She has been supported by the teacher in the other class who is very well established. She has a very clear understanding of the Foundation Stage curriculum and of the needs of most young learners. She has high expectations of her class and her teaching is consistently good. It is well planned and she works in close partnership with the nursery nurse. She monitors their progress very well and is quick to intervene in group work to make valuable teaching points and extend what children are learning. They respond well to both the challenges and the calm working atmosphere and most make good progress during their time with her. Children with special educational needs are assessed at an early stage and given help to make progress. Children learning English as an additional language make better progress in speaking and listening than in the nursery partly because some have more time in

reception classes to settle to learning and partly because there is more specialist help available.

25. Most teaching in Years 1 and 2 is satisfactory although one lesson was unsatisfactory and one was very good. The other five lessons were taught well. Teachers work very well with teaching assistants to manage pupils' behaviour. They consistently find things that pupils are doing well to praise rather than pick out what they do wrongly. This creates a positive climate for learning in the class and pupils respond well to this. Teachers' subject knowledge is usually satisfactory. It is good in art and design and design and technology and unsatisfactory in ICT and music. In these last two subjects, teachers do not know enough to plan for all aspects of them and expect too little of their pupils. In turn, they make slow progress except in singing where their progress is good. Most teachers have a good understanding of the National Literacy Strategy and organise most aspects of the literacy hour well. In a minority of lessons, their management of the work in groups is not effective and some pupils make slower progress than they should. Most teachers have a good understanding of the National Numeracy Strategy and use the numeracy framework for their planning. They make regular assessments of pupils' progress using the numeracy objectives so they can match work to pupils' attainment and group their pupils accurately. The teaching of science is satisfactory. Teachers use every opportunity to teach the correct words to the pupils and this broadens their understanding. Teachers also collect interesting resources for their pupils to use such as in a Year 2 lesson on sorting natural and made objects. This really excited the pupils and motivated them to learn more.
26. When staff work with pupils learning English as an additional language in smaller groups, they make good progress in reading and writing. When the pupils who are at the early stages of learning English work with specialist staff, they make very good progress in speaking, listening and reading. This is because the teachers plan activities carefully to engage pupils' interest and encourage them to talk about what they are doing. They then foster new vocabulary through repetition, and correct pronunciation through good example. They monitor individual pupils' progress carefully and match new work to encourage them further. Pupils enjoy the extra attention, the range of activities and the focus on them and on their individual learning needs. In general class work, pupils make satisfactory progress in reading and writing but often do not make enough progress in speaking English. This is because staff do not consistently put right inaccurate speech patterns and mistakes persist. The monitoring and support of teaching should focus on this.
27. Most teaching of pupils with special educational needs is good and most make satisfactory progress towards their targets in the individual education plans. Most do not make better progress because of difficulties with expressing themselves, lack of confidence, short attention spans and in a few cases, their unsettled behaviour. Teachers set work that is well matched to pupils' needs and include teaching assistants in the planning so that they are well briefed to support these pupils well. Staff work hard at maintaining a calm learning atmosphere so that pupils remain involved and interested in their work. Most pupils try hard, especially when they work in small groups and are supported by an adult. A few lose concentration quite quickly or have difficulty in settling to learning. Here, the learning mentors play a valuable role by working individually with the pupils, talking through their difficulties and keeping them focused on the learning they would have been doing had they stayed in class. They encourage pupils to reflect on their learning and they fill in diaries to help them keep track of improvements in behaviour as well as reminding them of what they have learned in different subjects. This is a very good teaching partnership that supports the pupils in most need very well.
28. Most teaching in Years 3 to 6 is good. Two lessons were unsatisfactory and one was excellent. As in Years 1 and 2, teachers plan and work closely with the teaching

assistants. They expect similar things of the pupils who benefit from this consistency. Teachers have a good knowledge of the National Strategies for Literacy and Numeracy and plan their work well. They set homework in English, mathematics and science regularly and when pupils complete this, it improves their progress. In English and mathematics, teachers assess pupils' progress carefully and use the information well to set work that is well matched to most pupils' abilities. Teachers in Years 3 and 6 have high expectations of their pupils in English and mathematics but they are not high enough in Year 5. After careful introductions, most teachers set a brisk pace in lessons so that pupils know what to do and how the work fits in with what has gone before. This is not always reflected in teachers' marking in mathematics. Teachers do not routinely correct pupils' weak patterns of speech or help them develop more complex ones. Sometimes, teachers allow pupils to spend too long on the same activity; they lose concentration and make slow progress. Teachers generally manage pupils well in most subjects. They maintain a calm working atmosphere and make good use of resources in most subjects, except ICT and music. In these subjects, teachers' lack of subject knowledge and the unsuitability or inaccessibility of resources means that pupils are not developing the skills they should. Pupils generally behave well and most try hard to learn, especially when adults support them. Most pupils in Year 6 rise to the challenging teaching and make good progress. One feature of the more successful lessons is the range of questions that teachers ask. Some questions allow all pupils the chance to answer while others make more demands of particular groups. Teachers consolidate what pupils have learned and then ask them to think a little more deeply so that all pupils are challenged at some point in the lesson. By contrast, in a minority of lessons teachers do not expect enough of the higher attaining pupils and they make slower progress than they should, especially in science. Questions are limited to those that pupils can answer briefly based on what they know rather than asking them how they might approach learning something new, as happens in some better lessons.

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

29. Having recently undergone a complete change in organisation, the senior management team and teachers in the school have worked hard to maintain continuity in the curricular and other opportunities offered to pupils. Most of the current curriculum provided by the school is satisfactory. The planning and content of it take into account the needs of pupils of all abilities, backgrounds and ages, and of their ethnicity and gender. The time allocated to subjects is appropriate but provision is weak in ICT and music and pupils do not receive their full entitlement to them.
30. The syllabus for religious education is based on the locally agreed syllabus and the school involves all pupils in its daily act of collective worship. There are separate, weekly faith assemblies to cater for the Christian, Muslim and Sikh faiths. There are also Rainbow assemblies for pupils whose parents do not want them to take part in the others. The school has made good progress in the provision for personal, social, health and citizenship education (PSHCE) and the management of this subject is strong. This recently-developed programme includes activities for sex education and drugs awareness. The school is active in the Drugs Watch Bradford scheme and is about to become involved in the Healthy Schools Scheme. Teachers use role-play to help their pupils to develop moral and social skills to help them deal with everyday situations. In the Years 4/5 class, pupils acted out roles to defuse an argument and discussed sensible solutions. One pupil expressed it well: "It helps to control anger and behaviour so that it won't end in a fight."

31. The school is careful to include pupils with special educational needs in all its activities, and provision for these pupils is good. The school provides good and consistent support to help pupils overcome their difficulties or come to terms with their challenging behaviour. Teaching assistants and learning support mentors play a valuable role and help pupils make good progress. In some subjects such as history, teachers do not set tasks that match the needs of all pupils or ask them to write their responses when some find this too difficult. This results in pupils aiming slower progress than they should. In other subjects, pupils with special educational needs do not make better than satisfactory progress because many have short spans of concentration or the spoken language skills to develop their ideas.
32. The school provides satisfactorily for pupils learning English as an additional language. Teaching assistants provide good general support when working in small groups and specialist teachers help those pupils at an early stage of learning English make very good progress. Important aspects of the school's curriculum reflect the cultures of many of these pupils and this encourages a sense of self-worth.
33. In its attempt to raise standards in literacy and numeracy, the school organises an appropriate amount of time for the literacy hour and daily mathematics lesson and the provision is satisfactory. The literacy and numeracy lessons provide much of the morning's work in most classes. Teachers plan satisfactorily from the strategies' frameworks and provide suitable activities that match their pupils' abilities. The school recognises the need to be more flexible in the way it timetables both literacy and numeracy during the school day. This would give a little more time to the endings of lessons and more changes of pace during group work to maintain pupils' concentration. The texts teachers use in the literacy hours are good but a large minority of teachers do not consistently encourage pupils to discuss all of the possible meanings in the texts. The subject managers recognise that the school needs to develop literacy and numeracy skills much more in other subjects. There are computers in most classes as well as three networked clusters of computers around the school. The school inherited computer networks and software from the former middle school. To these it added some from the former first school and some new resources. Their integration is a complicated process and is not complete because of the differences in machines and software. The use of software to support learning in other subjects and develop pupils' ICT capability is also unsatisfactory. The time allocated to ICT activities is unsatisfactory and teachers' planning does not ensure that pupils have regular access. These factors have combined to slow pupils' progress in developing ICT skills. Teachers' lack of subject knowledge and poorly managed resources have slowed pupils' progress in music.
34. Because of high pupil numbers in some year groups, the school has two classes of mixed year groups. Teachers know their pupils well and take care to place them in the most appropriate class to help bring them on. Through effective assessment procedures, teachers plan appropriate work to match the pupils' abilities. The provision of teaching assistants throughout the school further enhances curriculum provision and helps pupils with special educational needs and English as an additional language to make overall satisfactory progress.
35. The school has responded positively to the requirements of the Foundation Stage curriculum and staff have worked out a curriculum which takes full account of the requirements and offers a wide range of opportunities for children to learn effectively across all the required areas of learning. The school has adopted the nationally recommended schemes of work for all subjects. These enable teachers to plan appropriate activities and apart from ICT and music, to ensure satisfactory breadth to the curriculum. About a third of the pupils learning English as an additional language

and a minority of other pupils have limited speaking and listening skills in English. This slows their progress in reading and writing the language and in subjects that depend on these skills. These limited skills do not noticeably slow their progress in more practical subjects such as physical education and art and design. Teachers need to be more flexible in using the units of work that make up some of the subject schemes. Where pupils have more limited skills in English, teachers should offer alternative ways to record their findings. Such changes should be noted in subject policies, a few of which need updating. The long-term curricular plan clearly shows termly time allocations for each subject. However, there is no clear allocation for ICT, music or physical education. The medium and short-term plans clarify the organisation of resources, teaching assistants and pupil grouping. Most teachers have additional plans for their teaching assistants and this enables them to work effectively with their assigned pupils or groups. For example, in a Year 1 mathematics lesson, the teaching assistant knew exactly what she had to do, had a list of mathematical terms connected with the activity and kept the higher attaining pupils involved by introducing extension work at the correct time.

36. The school makes good provision for extra-curricular activities. Apart from sports activities held on a regular basis, there are art and Christian clubs. The school has successfully used the attraction of these clubs and activities to encourage a few pupils to moderate their behaviour. The homework and breakfast clubs make a very good contribution to pupils' welfare by offering them facilities to which they may not have access at home. They also encourage positive attitudes to school and learning. Teachers make good use of class visits to places of interest to extend pupils' knowledge and understanding. Recently, Year 6 pupils went to Nell Bank for a pond-dipping activity and produced good quality observational drawings. In geography, younger pupils use the local area for their work in geography and history and Year 5 pupils visit Skipton Castle as part of their history work. Other visits include the Hockney Gallery, Bolling Hall historical museum and a day at the Industrial Museum when pupils dress in Victorian clothes and take part in a Victorian school lesson.
37. The school has very good links with the community, which enrich the school's curriculum. Pupils go to Tong Upper School for swimming activities and the local swimming gala. The school also takes part in annual dance and gymnastics competitions held there. Dixons College offers very good facilities for both ICT and design and technology activities. Selected pupils attend these weekly. People from the community have volunteered for training and come into school to help pupils read as part of the better reading partnership. A father organises the football coaching and has gained coaching qualifications to help him and the pupils.
38. The school's learning mentors make very effective links between the school and community. These two members of staff are a vital contact between home and school especially where pupils' well-being and home circumstances are concerned. The learning mentors have had a significant effect on pupils' welfare, their attitudes to school, their attendance and the quality of behaviour by ensuring that they are supported very sensitively. They are part of the school's very good overall provision to ensure pupils' equal access to the curriculum. Funding for the learning mentors from the Trident Scheme is to be extended so that a community centre can be built within the school grounds to provide parenting support and ICT accessibility for the local area.
39. A pupil leaving an assembly in which pupils explained their school council responsibilities was moved to say to a friend, "I am proud of our school!" The school sets high store by its positive support for all pupils' learning, and its overall spiritual, moral, social and cultural provision is very good. The four themes are closely linked and play an important part in raising pupils' understanding of one another and also of raising

each pupil's self-esteem. Staff consistently foster an understanding of self-discipline on one hand, and on the other, a feeling to be an important part of the whole.

40. Pupils have good opportunities through personal, social, health and citizenship education (PSHCE), and assemblies to explore each other's values and beliefs. As part of the provision for PSHCE, and to support learning in both personal and health matters, the school uses the Life Education Caravan. A full range of staff is always present at assemblies, which shows pupils the importance the school places on them. Spiritual differences are accepted and celebrated through weekly faith assemblies when pupils have the opportunity to worship in their own way, in both English and their faith tongue, in the school community. Those who have no religious faith consider moral issues. Pupils also have good opportunities to learn about each other's faiths in religious education. Weekly assemblies celebrate pupils' academic, sporting and social successes, and laminated certificates indicate that the school values these signs of progress highly. Pupils are consistently encouraged to understand the impact that their actions have on other people, and during the inspection pupils treated each other and adults with good levels of consideration. Teachers provide opportunities for pupils to feel spiritual uplift. For example, pupils in a Year 6 literacy lesson read Haiku verse they had composed at home and there was one such moment when a pupil read, "a silvery moon dressed in foil".
41. The school provides very well for pupils' moral and social development. Provision is rooted in the range of behaviour policies and the system of rewards that effectively encourage pupils to behave well. Pupils soak up justified praise in the Good News assemblies, and the whole school joins in the celebration of achievements. All adults work as a team and are very good role models. Learning mentors make a very important contribution to an improved atmosphere in school and higher standards of behaviour. Pupils have a clear understanding of right and wrong from an early age, and this is regularly reinforced by the high emphasis throughout the school on discussing moral values and respect for other cultures' codes and values. For example, in the Sikh assembly, pupils were reminded that vegetarian food was offered to ensure that other faiths would not be offended. This results in very good racial and social equality and understanding.
42. The school has identified the need for self-discipline as a key to successful social development, and it also works hard to encourage a feeling of community. Staff provide good opportunities for pupils to work co-operatively in school, for example, in science and mathematics. The good range of extra-curricular activities, particularly the breakfast club, further widens pupils' experience of social situations. This year for the first time, Year 6 will go on a residential educational weekend. PSHCE groups give pupils good opportunities to relieve tensions and to reflect. Older pupils have the valuable experience of being on the school council. All pupils have small responsibilities which help to raise their self-esteem, such as taking the register to the office. Friendship between older and younger pupils is helped through paired reading, and 'buddy' schemes help new pupils feel welcome in school. The school supports a large number of non-denominational charities, from, for example, 'Jeans for Genes' to an earthquake appeal, and pupils work hard to raise money. For example, last year several pupils took part in a 'pavement art' competition. One area for improvement is the state of litter in the playground, which at present has to be cleared up regularly by the caretaker.
43. The school provides very well for pupils' cultural development and ensures that pupils have a good knowledge and understanding of the way that people from a wide range of cultures live and worship. Assemblies celebrate different festivals like Ramadan, Christingle and Chinese New Year. Pupils hear a wide range of music from different

cultures including European classical and pop music. A group of Asian musicians played to the school last year, as did the London Mozart Players. Individual talent is celebrated such as when a young pupil in the Sikh assembly played a tabla. A range of visitors enriches pupils' experience. For example, they watched and listened in stunned amazement during a visit by a Russian Orthodox priest in full robes, and eagerly questioned him after his talk. The school makes good use of what Bradford has to offer culturally and each year group has at least one educational outing, visiting such places as the Hockney Gallery.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

44. The school takes good care of all its pupils. The policies for both health and safety and child protection are well established and effective. All members of the school community are well aware of the policies and there are clear channels of communication to manage them. In particular, this quality of care is underpinned by the quality of relationships and the very good knowledge that all staff have of the pupils. There is now a need for the governing body to become more involved in aspects of health and safety by more rigorously monitoring the policy by carrying out regular formal inspections. There are effective arrangements for first aid and for the emergency contact of parents or carers in the case of an accident. Additionally, regular fire drills take place so that all pupils become used to the main exit points in their new building. Staff supervise pupils well at the breakfast club, at lunch and in the playground and all support staff are seen as an integral part of the school staff team. Throughout the day, the efficient school administrator plays a quiet but effective role as part of this general supervision and ensures the pupils' safe welcome to and collection from the school at other than the normal times.
45. The procedures for promoting and monitoring good behaviour are very good. The school maintains very thorough records to track pupils' progress and has clear procedures to promote good behaviour and to ensure that parents are involved if their help is needed. The consistent application of these procedures has had a very positive impact of improving behaviour. The procedures to monitor and promote attendance are also very good and they are also having a very positive impact on improving attendance levels. The school is working very hard with its parents, local agencies and pupils to bring about these improvements. Membership of such initiatives as the 'Traffic Light' scheme has provided very important support to promote improved attendance. The school has very good systems to monitor and promote pupils' personal development. Besides the informal provision of knowing its pupils well, the school records their personal development through records of achievement and through its rewards system.
46. Teachers accurately assess pupils' stage of development on entry to school. The system of continuing assessment in English and mathematics is good. In science it is satisfactory. Teachers and teaching assistants know their pupils very well. This helps them to understand their difficulties and plan work to encourage them and help them to improve. They make notes regularly and keep good records so that they know what pupils have achieved and what they want them to learn. They then organise adult support and tasks for these pupils to help them do better. Teachers meet regularly to look at pupils' work and agree what they have achieved so that they can decide how to help them further. In English, mathematics and science this helps most pupils to make satisfactory progress. The school uses a range of standardised tests to check on pupils' attainment and progress. Teachers use these and their own regular assessments well to decide where extra support is needed. This good use of information means that teachers and others can give good support from an early stage to help pupils with the tasks they need. Assessment in most other subjects is

unsatisfactory. Teachers do not gather and record systematically to be sure that pupils make enough progress.

47. Senior staff track pupils' progress in English and mathematics very carefully and keep the staff well informed. They then make sure that the teachers organise their groups so that all pupils have the support they need. Examples of this are the additional support for pupils' reading and writing as part of the additional literacy and early literacy groups and booster classes for English, mathematics and science. They also use the information to identify where teachers need to improve. A good example of this is the training given to improve the teaching of writing in English and data handling in mathematics. This means that teachers are well equipped to help pupils make better progress and the school can aim for higher attainment. The system is beginning to be successful. More pupils are making satisfactory or better progress in writing and mathematics. The effect on reading progress is not as marked and the school needs to make better use of the newly introduced test results to help them pick out where groups of pupils are making common errors and then help them improve.
48. The school supports pupils with special educational needs by identifying their difficulties early and working well on these in class. This helps them to make satisfactory progress. Pupils with the greatest need are given a high level of support and care. This helps them to make good progress. The assessment of pupils at the early stages of learning English as an additional language is precise, thorough and well recorded. It enables the specialist teachers to promote these pupils' progress very well. Staff do not generally keep specific records of the progress other pupils learning English as an additional language make but they incorporate these into general class records and help pupils make satisfactory progress except in speaking and listening. A minority of pupils make slower progress in these because staff generally do not note their particular errors and follow them up.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. The school has good links with parents. It promotes itself well to them and they think well of what it does for their children. It is now at a watershed in its relationship with them as it seeks to increase parents' contributions to their children's learning at home and school. These are currently satisfactory. The school has a very clear idea of the benefits of its partnership with parents and a number of initiatives such as the newsletter are now being implemented. Parent governors are also working to develop more ways of involving parents in school life and they are looking forward to the completion of the Community Room as a venue for this. The vast majority of parents who responded to the questionnaire or who attended the meeting have positive views about all aspects of school life.
50. During the inspection no parents, other than those who are employed by the school, were observed in class. However, the headteacher is delighted with parents' support on visits into the community and for school clubs. Parents support school events very well and are very generous in their financial support of such things as the Fun Run, which raised £400, Poppy Day and Red Nose day. Parents have also demonstrated their support for school because all of them have signed the Home School Agreement. All the activities undertaken by parents and carers are now starting to make a positive contribution to school life.
51. The information produced by the school for its parents is good overall. The school intends to produce its first newsletter for parents shortly and is making sure that pupils have a role in this. This communication will enhance the other, informative letters the



school sends out. Staff very effectively involve parents in the behaviour initiatives and in ways to improve their children's attendance. The quality of annual reports is good and they contain useful comments to help pupils progress such as, "She now needs to continue to read widely at home and school," and, "He now needs to develop a better use of punctuation." The school also comments on attendance levels.

52. The school works well with parents of children with special educational needs. It gives them every opportunity to be involved in their child's work and development. The school's links with parents of pupils learning English as an additional language are satisfactory. The specialist teachers usually meet the parents of pupils at the early stages of learning the language at the start of the work but do not maintain this contact as a matter of course. This could be improved. They and all other teachers are available to meet parents to discuss their children's progress.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

53. The headteacher and senior staff have led the school through a difficult period in its establishment as a new primary school. The school feels that major obstructions to its progress have been unsatisfactory levels of support from the local education authority and unsatisfactory arrangements for its move to the present school building. These required younger pupils to start at the new site and then return to the old one while building work continued. Senior staff carry out important management responsibilities well and set a good example to a largely new staff. The governing body fulfils its responsibilities satisfactorily. With the senior staff, they monitor the school's performance well and make improvements. The school does not have a satisfactory plan for continuing its development beyond the current year. Staff and governors satisfactorily apply the principles of best value to their work.
54. In setting up the new school, the headteacher, deputy headteacher and senior staff have put in place key structures of organisation to manage the school well. Most significant among these are the effective system of monitoring and evaluation of teaching and the analysis of pupils' attainment, progress and personal development. These have helped set the right priorities for establishing the school and making improvements. The headteacher has a clear view of the main things the school must do to improve. She has led the staff and governors in agreeing a relevant set of school aims that are reflected very well in what the school does. For instance, staff have worked hard to provide a calm and attractive learning environment in which pupils have opportunities to do as well as they can. A small minority of pupils have difficulty in controlling their behaviour or in concentrating on their work. The school rightly sees as key tasks: to ensure that these pupils do not disturb others; that they learn to come to terms with their difficulties; and that they make progress. The school has been largely successful in doing this and has made significant strides in improving levels of behaviour and reducing exclusions particularly in the two age groups (Years 5 and 6) that were least familiar to nearly all the staff. Throughout this period, senior staff have maintained staff and pupil morale and established a positive school ethos.
55. Besides setting up these systems, senior staff have introduced new staff to the school well. A good example of this is the exemplar teachers' file that all staff use to guide and develop their work. As a result, staff know what the school's expectations are and what contributions they can make. This is a good system that makes their work more consistent. In a similar way, subject leaders have files that bring together the main features of their work. This helps them lead their subjects satisfactorily and although most of them are new to their posts, they are auditing the resources and putting together plans for improvement. All have a clear role in managing resources but their

role in school development planning is unsatisfactory. While their resource audits are beginning to show the school's strengths and weaknesses, the senior managers are not using this information systematically to plan improvements over the next few years. The Foundation Stage is led well by a knowledgeable and experienced manager. Both English and mathematics are managed satisfactorily and the National Strategies for Literacy and Numeracy are being implemented soundly. Subject leaders have given extra support to staff who were not familiar with these methods of teaching and their work is generally satisfactory. The school plans further training.

56. The senior staff have a strong role in monitoring the quality of teaching. Recently, the school has rightly concentrated on English and mathematics. Both staff and governors agree that standards in these subjects are too low and senior staff have worked hard to support the teachers and teaching assistants in helping pupils make better progress. The school uses local education authority staff well to get an outside point of view on which areas they need to improve. The quality of teaching is improving and most pupils are making satisfactory progress. Staff also needed to improve their management of pupils' challenging behaviour. Staff training and very effective partnerships between class teachers, well-trained teaching assistants and skilful learning mentors have successfully established good order in lessons so that teachers can concentrate on improving pupils' progress. The school has made good links between the aspects of teaching on which the whole school needs to concentrate and those that are specific to individual teachers. The school has introduced a good system of performance management to support this. Staff training on the literacy hour, for instance, has led to staff teaching more consistently. Similarly, individual teachers have targets for improvement that are followed up the next time they are observed. School records show that these approaches are improving teaching. These improvements in teaching are beginning to show through in terms of improved pupil progress especially in Years 3 and 6.
57. The school has used its assessment information to give additional support to groups of pupils such as those learning English as an additional language. It recognises the need to complete its policy for these pupils, drawn from its practice, and to guide it for the future. The school manages this additional funding and support satisfactorily. It is particularly good at helping pupils (other than those in the nursery) who are at the early stages of learning English. They make very good progress in both speaking and listening and are then able to take a full part in the school's activities. This is particularly true of one pupil in Year 6 who is a talented artist and is making good progress in talking about and developing his techniques. The school manages satisfactorily the support of other pupils learning English as an additional language. Most staff supporting pupils learning English as an additional language are well deployed and are making a clear difference to their pupils' progress. There are two areas of the school's work where this is not the case. In Year 6, an additional teacher is deployed to work alongside the class teacher and teaching assistant. Her role is not clear enough and although some aspects of her work are effective, others are unsatisfactory and the school is not making the best use of this resource. In the nursery, a small group of pupils speak very little English and although the staff try their best, they do not have the skills necessary to help these pupils well enough. As a result, although most children in the group are making satisfactory progress, these few children are making much slower progress. The school's management has recognised both of these shortcomings and is considering ways of deploying staff to better effect.
58. The school manages the support for pupils with special educational needs well. In previous years, the poor behaviour of a minority of pupils resulted in their making slow progress and slowing the progress of others over time. The school has made significant improvements in helping pupils manage their behaviour and most are now

making satisfactory progress. The school's management of this additional funding is good. There is a very good match of additional support (teaching assistants) to the needs of these pupils and the work of the learning mentors is very influential in helping pupils overcome their barriers to learning and make good progress. The school has invested well in this level of staffing and is committed to improving their skills through a continuing programme of training. The school's approach to supporting pupils with special educational needs is to include them in all the class activities. Staff only withdraw them from class for short periods of coaching or to give a few the chance to calm down and reflect on the effects on others of their behaviour. This works well and pupils recognise the improvements they make.

59. The school uses other sources of additional funding well. It has advanced plans to build a community room using central government funding. It uses the funding for employing the learning mentors to ensure that pupils who have significant barriers to learning are very well supported in overcoming them and that other pupils in the school are not held back. Staff costs for the breakfast club are met from additional funding and the club has been an important factor in increasing attendance and reducing lateness. The school has actively looked for other grants and has applied for finance to improve its outside facilities.
60. Governors are committed supporters of the school and are well organised to carry out their duties. The different committees support the work of the full governing body and the finance committee sets and monitors the school's budget effectively. This gives the school's administrative staff a clear direction and they have effective systems to help the school run smoothly. During the period when the school was on two sites, governors wisely kept a larger than usual amount as a contingency to take account of potential additional costs. The contingency fund is now at a satisfactory level. This cautious approach ensured that the school managed the extra costs once the pupils were all on the same site. Governors know what the school does well and what it should improve. They are helped in this by the headteacher's detailed reports and presentations from senior staff and subject managers. Nearly half the governors work at the school and so have a good view of day-to-day issues. This knowledge helps when the governors are involved in school development planning. At an appropriate point, they consider the school's proposals for improvement and agree the main priorities over one year. They then monitor the progress of the plan with the headteacher. Some governors are able to visit the school to check on the progress of particular aspects such as the provision for pupils with special educational needs. They recognise that this is not a strong enough feature of their work and are considering ways to improve it. Parent governors play an effective role in representing parent's views and have plans to improve further the links between parents and the school.
61. The school uses its development plan to manage its improvement on an annual basis. This has stood it in good stead while it dealt with the immediate issues of moving to new premises, organising resources, appointing new staff and planning a new primary curriculum. The overall plan has good priorities for improvement and these are expressed in general terms. They are not linked precisely enough to actions to secure detailed improvement. The action plans for literacy and numeracy support the development of these strategies soundly and the action plan for ICT shows much of what needs to be done to improve provision. The school recognises that it now needs to plan more effectively over a longer period to sustain its recent improvements. This plan should be clearly linked to school targets for pupils' attainment and have measurable ways of monitoring how well the school is progressing on its key priorities. The headteacher plans to involve subject leaders in developing their audits of resources into priority lists for improving provision over the next three years. This would enable senior managers to plan more accurately for improvements over the medium term.

62. The school has a number of targets for improvement and is making good progress on most of them. This is largely because the school staff and governors are keen for the new school to do well and because it has the capacity to do so. The school has improved pupils' punctuality and attendance rates. It has improved levels of pupils' behaviour and significantly reduced the number of pupil exclusions. It is not making enough progress towards its 2002 targets in English and mathematics set for Year 6 pupils. This is mainly for three reasons. The targets were based on the results of tests taken by pupils when they were seven years old. Since then a very high proportion of pupils in this year group left or started the school. This means that the original predictions do not apply to around 40 per cent of the current year group. Secondly, the school reports setting the original targets too high, partly because of lack of experience with this older age group. Thirdly, the school reports that there was some unsatisfactory teaching of this year group in Year 5 due to the teachers' inexperience of teaching the full primary school curriculum. These pupils are now making good progress in Year 6 but the school acknowledges that its targets for their overall attainment in English and mathematics will not be met this year. On the other hand, the school has worked closely with the local education authority to set targets for eleven year old pupils' attainment in 2003. These targets have been set more accurately. They take some account of the amount of pupils leaving or starting the school in Years 3 to 6. While these targets are still challenging, the school is making good progress towards them by improving the quality of teaching, employing additional classroom staff and matching the lessons more closely to the learning needs of different groups of pupils.
63. The school makes unsatisfactory use of ICT throughout the curriculum but makes satisfactory use of it for its administration. The delay in using it well is mainly due to equipment. The school inherited much of it from the former middle school and it needed a lot of work to make it suitable for primary school use. The school has employed additional support for this but progress has been too slow in providing the teachers with a reliable resource in which they can have confidence. When pupils do use computers, they make good progress but this is not consistent. Through its action plan for ICT, the school is looking at radical solutions to this problem to ensure that all pupils receive their entitlement.
64. There is a good match of teachers and support staff to help pupils learn. Most teachers have a good grasp of the primary curriculum and a few who were not familiar with all the subjects because of their experience with other age groups have had additional training. This process is continuing so that all teachers will have good knowledge of all subjects. The school has employed a well above average number of teaching assistants and is training them well. They are deployed well to support the learning needs of a large minority of pupils. The school organises its learning mentors very effectively. The school's accommodation is very good and after its recent move into it, staff are exploring the use of additional spaces for teaching that it offers. They use very well some smaller rooms, adjacent to classrooms to work with groups of pupils to accelerate their progress in English and mathematics. Staff have worked hard to make the school an attractive place in which to learn with skilful displays of pupils' work. The accommodation for physical education is very good with a gymnasium separate from the dining room and good changing facilities for girls, boys and staff. The school's resources for learning are satisfactory overall with some unsatisfactory features in English, science, ICT and geography. Staff have worked hard to bring together resources from the former first school and the former middle school. Some resources such as the library have yet to be organised and displayed effectively although staff and pupils currently have access to the books.

65. The school applies the principles of best value to its work satisfactorily. It compares its pupils' attainment and progress to other schools, nationally and locally. It is improving the way it analyses data to show the progress of different groups of pupils. Staff have visited other schools to compare their literacy and numeracy teaching methods with others. Staff are challenged to improve their teaching further as a result of classroom observations and analyses of pupils' attainment. The school has set challenging targets for pupils' attainment in English and mathematics. Staff are consulted through their involvement in development planning and budgeting. The school consulted parents about school uniform and it holds regular meetings with parents to discuss their children's progress. Parent governors plan to increase the amount of parent consultations through their parental links action plan. The school complies with local education authority guidance on competitive tendering and is considering ways of funding its ICT provision that involve an element of competition.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to make further improvements, the school should:

- 1) Raise pupils' standards of attainment in English \* (especially speaking and listening) throughout the school and in mathematics (particularly in Years 3 to 6) by:
  - In English, for example correcting weak patterns of speech and developing more complex ones, emphasising key words to learn, encouraging pupils to talk about and understand what texts mean and also imply, and planning smaller steps and different kinds of writing tasks for average and lower attaining pupils.
  - In mathematics, for example including comments in teachers' marking on how pupils can improve their next pieces of work, encouraging pupils to discuss their working out and the reasons for their answers, developing the use of ICT in the subject and developing numeracy skills in other subjects.

Paragraphs 82, 85-87 and 96-98

- 2) Improve the progress of higher attaining pupils in science\* by:
  - Setting these groups of pupils more challenging work, encouraging them to devise their own experiments and ways of recording what they find out and using ICT more extensively.

Paragraph 99-103

- 3) Ensure that the provision for information and communication technology and music meets statutory requirements\*.

Paragraphs 123 and 128

- 4) Plan for school improvement over a longer period than at present.

Paragraph 61

\* Indicates that the school has already recognised these are areas for improvement

In addition to these Key Issues, the governors may also wish to include the following in their action plan:

- Improve provision for pupils in the nursery learning English as an additional language.  
Paragraph 67
- Improve Year 5 and 6 pupils' progress in geography.  
Paragraph 116

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 60 |
| Number of discussions with staff, governors, other adults and pupils | 22 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 1         | 3         | 23   | 28           | 5              | 0    | 0         |
| Percentage | 2         | 5         | 38   | 47           | 8              | 0    | 0         |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 26      | 295     |
| Number of full-time pupils known to be eligible for free school meals | 0       | 105     |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 4       |
| Number of pupils on the school's special educational needs register | 9       | 111     |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 162          |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 43           |
| Pupils who left the school other than at the usual time of leaving           | 51           |

### Attendance

#### Authorised absence

|             | %   |
|-------------|-----|
| School data | 8.5 |

#### Unauthorised absence

|             | %   |
|-------------|-----|
| School data | 2.2 |

|                           |     |
|---------------------------|-----|
| National comparative data | 6.1 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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



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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 24   | 16    | 40    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 18      | 15      | 19          |
|   | Girls    | 12      | 12      | 13          |
|   | Total    | 30      | 27      | 32          |
| Percentage of pupils at NC level 2 or above | School   | 75 (83) | 68 (69) | 80 (83)     |
|   | National | 84 (83) | 86 (84) | 91 (90)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 16      | 19          | 19      |
|   | Girls    | 12      | 13          | 13      |
|   | Total    | 28      | 32          | 32      |
| Percentage of pupils at NC level 2 or above | School   | 70 (81) | 80 (78)     | 80 (75) |
|   | National | 85 (84) | 89 (88)     | 89 (88) |

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

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

**NB** The school did not have Year 6 pupils in 2000

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 18   | 20    | 38    |

| National Curriculum Test/Task Results       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 8        | 10          | 12       |
|   | Girls    | 11       | 8           | 10       |
|   | Total    | 19       | 18          | 22       |
| Percentage of pupils at NC level 4 or above | School   | 50 (n/a) | 47 (n/a)    | 58 (n/a) |
|   | National | 75 (75)  | 71 (72)     | 87 (85)  |

| Teachers' Assessments                     |        | English   | Mathematics | Science   |
|---|--------|-----------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys   | n/a       | n/a         | n/a       |
|   | Girls  | n/a       | n/a         | n/a       |
|   | Total  | n/a       | n/a         | n/a       |
| Percentage of pupils                      | School | n/a (n/a) | n/a (n/a)   | n/a (n/a) |

|                        |          |         |         |         |
|------------------------|----------|---------|---------|---------|
| at NC level 4 or above | National | 72 (70) | 74 (72) | 82 (79) |
|------------------------|----------|---------|---------|---------|

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

### **Ethnic background of pupils**

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 8            |
| Pakistani                       | 103          |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 122          |
| Any other minority ethnic group | 14           |

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 1            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 13           | 0         |
| Other minority ethnic groups | 0            | 0         |

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 15   |
| Number of pupils per qualified teacher   | 18:1 |
| Average class size                       | 27   |

#### **Education support staff: YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 24  |
| Total aggregate hours worked per week   | 599 |

#### **Qualified teachers and support staff: nursery**

|  |          |
|--|----------|
| Total number of qualified teachers (FTE) | 1        |
| Number of pupils per qualified teacher   | 26 (FTE) |
| Total number of education support staff  | 1        |
| Total aggregate hours worked per week    | 25       |
| Number of pupils per FTE adult           | 13       |

*FTE means full-time equivalent.*

### **Financial information**

|  |         |
|--|---------|
| Financial year                             | 2000/01 |
|  | £       |
| Total income                               | 678796  |
| Total expenditure                          | 662783  |
| Expenditure per pupil                      | 2174    |
| Balance brought forward from previous year | 41347   |
| Balance carried forward to next year       | 57360   |

### **Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years                     | 3 |
| Number of teachers appointed to the school during the last two years                 | 8 |
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |

|  |   |
|--|---|
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |
|--|---|

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 295 |
| Number of questionnaires returned | 144 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 69             | 27            | 3                | 0                 | 2          |
| My child is making good progress in school.  | 53             | 39            | 2                | 1                 | 4          |
| Behaviour in the school is good.   | 53             | 33            | 8                | 3                 | 3          |
| My child gets the right amount of work to do at home.                              | 47             | 35            | 8                | 4                 | 6          |
| The teaching is good.  | 55             | 38            | 3                | 1                 | 4          |
| I am kept well informed about how my child is getting on.                          | 48             | 40            | 8                | 2                 | 2          |
| I would feel comfortable about approaching the school with questions or a problem. | 56             | 36            | 3                | 2                 | 3          |
| The school expects my child to work hard and achieve his or her best.              | 56             | 40            | 1                | 0                 | 3          |
| The school works closely with parents.   | 42             | 39            | 14               | 1                 | 4          |
| The school is well led and managed.  | 43             | 41            | 6                | 3                 | 7          |
| The school is helping my child become mature and responsible.                      | 51             | 39            | 2                | 4                 | 5          |
| The school provides an interesting range of activities outside lessons.            | 38             | 31            | 11               | 5                 | 15         |

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

66. Children in the Foundation Stage are taught in the nursery class and in the two reception classes. There is an effective induction system and staff encourage parents and carers to come into the classes at the end of the day to discuss what their children have been doing. After being part time in the nursery, children are introduced sensitively to full-time school in the reception classes. Staff assess any pupils with special educational needs and support them so that they make satisfactory progress against the targets staff work out.
67. On entry to nursery, most children's attainment in all areas of learning is well below that generally found. Most children's language and their personal, social and emotional development, in particular, are very poorly developed. Teaching in most of the areas of learning is satisfactory and in personal and social development it is good. Children make satisfactory progress in most areas of learning except for a few pupils who are at a very early stage of learning English as an additional language in speaking and understanding English. They make slow progress due to the lack of specialist support. Most pupils make good progress in social development. Staff throughout the Foundation Stage lay great emphasis on children's personal, social and emotional development and teach it well.
68. At the start of the reception classes, most children's attainment in communication, language and literacy and in mathematical development is well below that usually seen. The teacher in the younger reception class is new to the school, and she and the children are still settling in. The expectations of the pupils are generally satisfactory and the teaching in all the areas of learning is sound. The teacher in the other class has high expectations and the teaching in all the areas of learning is good. Children are stimulated by the curriculum she provides and they make good progress during their time with her. Most children will not achieve the Early Learning Goals in communication, language and literacy by the end of their time in reception. The majority will not attain all of the aspects of the Early Learning Goals in creative development, or in knowledge and understanding of the world. However, it is likely that a majority will reach the goals in personal, social and emotional development and in physical development, and a small majority will attain the goals in mathematical development. Therefore, although their achievement is satisfactory overall during their time in the Foundation Stage because their attainment on entry to nursery is very low in communication, language and literacy, their overall attainment at the end of the reception classes is well below that generally expected.

#### **Personal, social and emotional development**

69. The youngest children start to show positive interest in the range of activities, but some are very dependent on adults for help and their attention spans are short. Several of the youngest children show very limited awareness of others in the class, and there is little social interaction between them. Children who have been in nursery for a term have become confident, they choose activities independently and they concentrate for longer periods. There is still very limited social interaction, but they work alongside others amicably and start to take care of toys and games.
70. The layout of activities in the nursery encourages independence and staff consistently encourage children to choose activities and to find items such as paper for themselves.

They persuade children to take responsibility for their actions and increasingly to take decisions for themselves and follow school routines. By the time children move into reception, they have good levels of confidence and independence, and they are eager to learn. Most children after a term in reception concentrate for considerable periods of time. Adults build effectively on the experiences children have had in nursery. Adults have high expectations of children's behaviour, and value children's ideas and concerns. This all increases children's confidence and enables them to feel secure and safe. Children start to show increasing consideration for each other. There is still limited class discussion, although children are starting to talk to each other about what they are doing during activities. They learn to dress and undress themselves for physical education, folding their clothes neatly. Most children will reach the Early Learning Goals by the end of their time in reception, although a considerable minority will not attain all aspects.

### **Communication, language and literacy**

71. In the nursery, staff work hard to help all pupils communicate more effectively. Most make steady but slow progress. During their time in reception, children's progress starts to accelerate as they gain confidence and benefit from some specialist support, but their level of speech remains low.
72. In nursery, children have positive attitudes to learning. They sit quietly and appear to listen attentively to adults, but their communication skills are very low. Children are often reluctant to try to speak, although staff consistently encourage them to repeat words, name objects, and perhaps say what they will do next. The nursery nurse uses questions well, but even native English speakers show low levels of ability to talk in English. The lack of children talking during activities is quite marked when compared to many nurseries. By the time children enter reception, most children are starting to have reasonable levels of understanding of English and they are gaining confidence in answering adults' questions, although most children with English as an additional language still speak in single words or short phrases. Other children are increasingly vocal. During their time in reception, they encourage other children to join in conversations so that after a few months, most children are talking to one another at a simple level.
73. A love of books and an understanding of their structure are developed well in nursery. Children who understand the words, enjoy listening to stories, and all children enjoy hearing the rhythm of words and looking at pictures. There were gasps of surprise at the size of the picture of a balloon that a teacher unfolded from a book she was reading to them. The development of writing in the nursery is sound, with opportunities created for children to use their early writing skills using a variety of pencils and crayons, and some of the older children start to make marks rather than scribbles as the first step towards writing. Many older children copy their names correctly, but few write them independently. In reception, children continue to enjoy books and listen to stories with good levels of understanding and pleasure. They join in class reading sessions with increasing enthusiasm and start to savour the sounds of words like 'Mrs Wishy-Washy'. More able children recognise several words, and the older ones can confidently say the sounds of all the letters and know some of the letter names. A few older children recognise letter combinations like 'ee' and 'sh'. After a term in reception, many children can copy a simple sentence correctly, but although an increasing number are using marks to represent words or letters, few can use sounds to build legible words. Progress overall is satisfactory, but most children will not attain all aspects of the Early Learning Goals by the time they leave reception.

### **Mathematical development**

74. Children have satisfactory opportunities to learn about number and shapes in nursery. The youngest children show little interest in number but older children enjoy listening to number rhymes in English and Urdu and start to join in. By the time they leave nursery, most count to five and some to ten; and many recognise numbers to five when they are written. Older children show growing awareness of two-dimensional shapes and a few can name squares and triangles with confidence. Two children know how many sides and corners each one has. Children complete simple jigsaws, build with construction kits and blocks and some begin to learn the language of size and position.
75. In the reception classes, children build well on these early skills. After a term in reception, children count confidently to ten and many continue to 15. Many recognise numbers to ten, and there are high levels of enjoyment during activities that consolidate their understanding of the value of numbers to ten. They make good progress in understanding words and phrases that indicate position. Children extend their knowledge of two-dimensional shapes and start to recognise cylinders and spheres. Adults encourage children to be independent, to use their initiative and to express themselves and children find the last of these very difficult. A small majority of children are likely to attain the Early Learning Goals but, although younger children are keen to learn, many may not achieve all the aspects because they only have two terms in reception.

### **Knowledge and understanding of the world**

76. Nursery provides children with opportunities to widen their horizons. They learn about colours, to add water to powder paints, to play with water and to learn about the seasons and the days of the week. They investigate the effect of mixing coloured paints, and they use scissors and glue to make pictures of shiny and matt coloured papers. Children show great interest in the activities. They use the music centre independently, but are unable to use the computer because there is no power point for it.
77. In reception, children have good opportunities to build on their knowledge of the world around them. Through adult-led discussion they learn the order of the days of the week. They help to make a large plan of a street and learn about the jobs of people they know like the school nurse and the kitchen staff. They learn what happens if they visit the optician. Children continue to develop their skills in cutting and sticking, and become more aware of a variety of materials. For example, they study tree branches through a magnifying glass and see patterns on the surfaces. They sort objects deciding, which are made of wood and which are plastic. They feel and smell wood shavings as they add them to pictures. Children in reception show great interest in computers and become confident users of the mouse to create patterns and alter pictures. Although children are provided with a good range of learning opportunities during their time in the Foundation Stage, many do not have enough opportunities to extend their experience outside school. Partly as a result of this, most children will not achieve all aspects of the Early Learning Goals in knowledge and understanding of the world by the end of their time in reception.

### **Physical development**

78. In nursery, children move confidently around the outdoor play area and show good control as they run, balance and play with wheeled toys. At present, children in reception do not share this area because not all the equipment has been transferred from the previous site. The newly finished outdoor facilities are pleasant and secure, and have grass, tarmac and a soft surface play areas. Children in reception are also confident when using the large apparatus in the school hall. They climb, swing, slither



and love every moment, showing good dexterity and considerable imagination as they move round the hall.

79. The youngest children in nursery find it hard to hold pencils and brushes, but they make good progress and by the time they leave, many hold pencils correctly and use scissors and brushes competently to create simple pictures. Children develop all their physical skills well in reception. They cut, stick and draw with increasing control and take full advantage of opportunities to explore malleable materials such as play dough. A majority of children will achieve the Early Learning Goals by the end of the school year.

### **Creative development**

80. In the nursery, children experiment uncertainly with paint and paper to see the effect of gluing pieces of different coloured paper together. The youngest children have little recognition of the names of colours. They love looking at shiny and sparkly objects. In music, they listen to rhymes and songs and the older children start to join in. A few children enjoy dressing up and pretending to be grown up.
81. In reception, children use a range of coloured paints more confidently and they start to see the effect of mixing them. They use their imagination well when playing with wood blocks and wooden lego. A group of boys constructed 'birds' and one built a tower of blocks for a nest. Children enjoy playing in the imaginative play area and they start to re-enact familiar situations. A growing majority join in songs and rhymes with enthusiasm. No use of musical instruments was observed either in nursery or reception during the inspection. Although the school provides a satisfactory range of learning experiences, a majority of children will not attain all aspects of the Early Learning Goals by the end of reception.

## **ENGLISH**

82. Pupils' current standards of English are below those expected. They are not high enough to support fully pupils' progress in all subjects. However, given most pupils' starting points, they are making satisfactory progress and some, particularly those in Years 3 and 6, are now making good progress in developing their literacy skills. Standards of literacy are below those expected. Most seven and eleven year old pupils attain below the expected levels but a significant minority reach these levels and a few attain more highly. Standards are below those expected because not enough pupils reach the higher levels. Most pupils progress at a satisfactory rate from their starting points because literacy hour teaching has improved and is mostly satisfactory, and in some cases good, and pupils' behaviour has improved. Also, staff are planning more closely together. The school is making good progress on developing pupils' writing, improving the overall quality of teaching and its specialist work with pupils at the early stages of learning English as an additional language. It is not yet doing enough to challenge all higher attaining pupils, to give specialist support for pupils learning English as an additional skills in the nursery and to help all pupils improve their speaking and listening skills. The school rightly sees these improvements as its main priorities.
83. Most seven and eleven year old pupils' standards of attainment in speaking and listening are below those expected. A minority make satisfactory progress but most make slow progress from their starting points. A small minority of pupils at the early stages of learning English as an additional language make very good progress because specialist staff in small groups teach them very well. A small minority of all pupils make good progress and attain above the level expected by the time they are eleven. Pupils from five to seven gain confidence in speaking to larger groups. Most tend to speak in

incomplete sentences but manage to make others understand what they mean. By the time they are seven, most are speaking more clearly about their work but lack the vocabulary to provide good explanations of what they have done or to develop their ideas. A few can go beyond this and talk with more assurance. They listen closely to the teachers' questions and offer more examples. An example of this was in a Year 2 lesson when pupils responded well by providing more words that included the 'er' sound. In Years 3 to 6, a minority of pupils gain more confidence and skill in speaking to different groups. They make good progress. A good example of this is the work of the school council (a group of pupils elected from each class to provide a pupil's voice in school improvement). In their meeting, pupils spoke confidently about their plans for presentations and, with adult support, debated alternatives. Later, these pupils made individual presentations to the school. They spoke clearly (some without notes) and gave economical explanations of their role and plans for development. However, most other pupils are not as assured or fluent and most find it hard to develop more complex speech patterns from short functional language to more considered and balanced responses. One particular feature of pupils' attitudes to speaking and listening is that many want to be correct in the answer they offer. They present opinions as facts quite forcefully that leave few opportunities for a wider discussion. An example of this is some Year 6 pupils' responses to poetry. They found it hard in discussion to alter their initial opinions without a lot of coaching from the teacher. She helped them to see that taking other points of view into account is a way of developing their initial ideas.

84. Most seven and eleven year old pupils' standards of attainment in reading are below those expected but they make satisfactory progress from their starting points. Seven year old pupils who attain more highly, read with fluency and some expression. They talk about the role of characters in the story and can work out alternative story endings. They have a good knowledge of words and can work out how to read unfamiliar ones. They enjoy reading and share this enthusiasm with most average attaining pupils. They too become involved with the stories and the characters and recall incidents with relish. One pupil gave the following example: "I do have a favourite book, Winnie the Pooh. I like it when Winnie leaves his stuff outside and it gets stuck on his bottom. It's good that." Lower attaining pupils read much more hesitantly. They do not know the same breadth of words by sight or the skills to work out what new words say. They know most of the sounds that individual letters make and can make a start in sounding out new words. They do not know enough combinations of letter sounds to take this process further. They make some use of clues from pictures in their books but not enough use of the sense of the sentence as it unfolds.
85. Eleven year old pupils who attain more highly are confident readers. They read with expression and full command of the text. Some pupils ask a little more of themselves and choose more challenging texts. This broadens their range of reading, increases their vocabulary and widens their range of expression. These last two are well represented in their writing when they extend themselves to create lines of poetry. Other higher attaining readers are less ambitious and are content to read texts that are well within their ability. Their conversation and writing do not have the same depth. Teachers should help these pupils select more challenging texts and provide more opportunities for them to discuss their reactions. Most pupils enjoy books and read at home regularly. Average and higher attaining pupils use a good range of strategies to work out unfamiliar words. The latter pupils are more precise at working out all the letter sounds in longer words before putting them together to make the whole word. The average attaining pupils tend to work out the first one or two sounds and then guess the rest. However, both groups of pupils do make corrections to their reading as they go along. Lower attaining pupils get some enjoyment from reading. They know some common words by sight and the sounds individual letters make. They also know many of the sounds letters make in combination such as 'ch' and 'th'. They are less sure

about longer combinations such as 'ough'. This lack of knowledge slows their progress and fluency. They do use other clues from their books such as pictures but do not make much use of the sense of the text or the commoner patterns and rhythms of groups of words. This lack of awareness of patterns is also reflected in their speaking skills and the skills of pupils learning English as an additional language. Most eleven year old pupils know about the structure of non-fiction books and how to find information in them by using either the contents or index pages. Higher and average attaining pupils are more adept at this and a few know about the different codes index pages use, for instance, to show pages with illustrations. A few also know how to use a glossary.

86. One significant feature of the pupils' reading is that without some prompting, most do not usually go beyond their first understanding of the text. Teachers are aware of this and are trying to help pupils consider the possibilities of the texts more deeply and make connections with their previous learning. A good example of this was in Year 6 lesson on portmanteau words (those which combine sounds and meaning). The teacher read with them 'Jabberwocky' and they discussed words like slithy which a few higher attaining pupils thought could be a blend of slimy and lithe. This prompted one to suggest, " Breakfast because that's when you break your fast."
87. Most seven and eleven year old pupils' standards of attainment in writing are below average but they make satisfactory progress from their starting points. A few pupils of both ages write fluently and accurately. Standards of handwriting are average and most pupils make good progress. They take some pride in the way they present their work and how it is improving. There are enough opportunities for pupils to write during the English lessons and the school recognises that it does not develop these skills well enough in other subjects. It has recently started training to improve this through work, for instance, in science and geography and on guided writing. Average and higher attaining seven year old pupils can write in a range of forms such as poetry, imaginative stories and factual pieces such as instructions and lists. Most writing is relevant to these pupils' interests and motivates them. All pupils make at least satisfactory progress in writing when teachers and teaching assistants work with them. However, average and lower attaining pupils find it difficult to keep up their concentration and need some writing tasks breaking down into smaller steps to improve their progress when adults do not closely support them. Average and higher attaining pupils' spelling of frequently used words is usually accurate and reflects the words they know by sight or their knowledge of the sounds letters make. Lower attaining pupils have few strategies for spelling correctly beyond trying the first letters in a word. Average and higher attaining eleven year old pupils' writing reflects their range of reading to some extent. In broadening the range of reading through work in the literacy hour, these pupils are making good use of imaginative language when they write poetry in different forms such as Haiku (a Japanese poetry form). They use punctuation accurately and higher attainers are beginning to organise their longer pieces of writing well by using paragraphs. Most average attaining pupils' use of grammar is accurate. Higher attaining pupils use short sentences well to build suspense or provide openings that seize the attention. An example of this was a fictional diary entry by Macbeth: " It was a good day today. The King was proud of me. He made me Lord of Cawdor." They are not yet skilled enough to combine longer sentences with shorter ones to sustain interest. Lower attaining pupils write with less clarity and use far fewer adjectives and adverbs to enliven their work. This reflects their lack of knowledge rather than their skill in including them. Their writing in sentences is mostly punctuated simply and correctly but they do not always extend ideas and occasionally do not present them logically. Their spelling of most frequently used words is mostly accurate and their spelling of longer words is based on their knowledge of the sounds that letters make.

88. The teaching of pupils aged from five to seven is satisfactory although two lessons were good and one was unsatisfactory. Most pupils make satisfactory progress. The class teachers plan and work very well with the teaching assistants. This helps provide good support for pupils with special educational needs and those learning English as an additional language. In a few lessons, this emphasis means that teachers do not expect enough of higher attaining pupils and they do not make enough progress, for instance in recognising hidden meanings in their reading. The school has recently started to provide additional support for some seven year old pupils. They are taught well in small groups and concentrate well. They listen carefully to the teaching assistant who works with them and follow her instructions. They are beginning to have more confidence in answering questions but not yet in posing them. In class lessons, teachers use a range of questions to give all pupils the possibility of trying to answer. Teaching assistants encourage pupils with special educational needs to speak up in front of the whole class by quietly trying out their answers first with them. They give similar support and encouragement to pupils learning English as an additional language who offer their answers along with the other pupils. Most pupils are learning to take turns but a few continue to have difficulties in timing their responses. This results in slower progress. Teachers generally handle this well and work successfully with teaching assistants and learning mentors to help pupils further. However, teachers are often too ready to accept pupils' first answers that tend to be short and not expressed clearly or accurately. They do not systematically rephrase pupils' answers or pick out common errors to give pupils' better examples. When working in smaller groups, teaching assistants make a point of encouraging pupils to answer in complete sentences and they are learning to do so. Teachers organise most aspects of the literacy hour well but in a minority of lessons, their management of the work in groups is not effective and a minority of pupils make slower progress than they should. Staff teach pupils well how to sound out the letters of unfamiliar words so that they can read them and make sense of the text. They teach handwriting thoroughly and pupils make good progress and most show pride in their work.
89. The teaching of pupils aged from eight to eleven is mostly good although one lesson was unsatisfactory. Most pupils make satisfactory progress and those in Years 3 and 6 make good progress. Teachers use homework well to encourage pupils to practise their reading and spelling and to continue with their writing. When pupils complete this either with support from home or by staying at the homework club, they make good progress. As in Years 1 and 2, teachers work very effectively with teaching assistants and learning mentors to help pupils who have difficulties with their attitudes to learning, to continue to make progress. As a result, they and most other pupils behave well, keep concentrating on their work and try hard. For instance, during some lesson introductions, pupils of all abilities are keen to try to answer the teachers' questions and a few are quick to make connections with other work. A minority of teachers ask a lot of open questions. They put problems to the pupils such as, "How do you know what the weather's like?" when the answer is not clear from the text but could be worked out using other clues. This challenges the pupils and makes them think more deeply. Most teachers do not use this strategy enough. In all classes, pupils work together well in mixed groups of boys and girls from different cultures. When working in small groups with additional support, pupils make good progress in learning how letter sounds combine to make up words. Later, when reading alone, these pupils put this skill to good use to understand unfamiliar words.
90. Teachers manage most aspects of the literacy hour satisfactorily. They introduce the lessons using interesting texts that engage pupils' interest. For example, in a Years 4/5 lesson, pupils were trying to add suitable adjectives and adverbs to a sentence to make it livelier. They worked out examples such as, "The tiny, skinny dragon splattered clumsily out of the egg as it was happily being born." Although most pupils make

satisfactory progress when they work in groups with the teacher or another adult, a few pupils find it hard to concentrate. They finish the tasks without enough thought and some tasks do not ask enough of the higher attaining pupils. In the best teaching, staff complete lessons well. They draw on what the pupils have learned and use these examples to restate the main learning points of the lesson. This gives pupils some opportunities to develop their speaking and listening skills. In a minority of lessons, because of a shortage of time, these sessions are too rushed to get the full benefit from these opportunities. The school is considering teaching the literacy hour more flexibly to allow more time for discussion and enable pupils to refine their first, often clipped, responses into more rounded answers. Teachers assess pupils' progress well and use the information to guide their planning and grouping of pupils. In most classes, this leads to teachers having higher expectations of their pupils and this helps most of them make satisfactory progress.

91. The subject leader is supported by the deputy headteacher and they manage the subject well. The subject leader has compiled a useful file to help her manage the implementation of the literacy hour, staff training, links with outside consultants, development of separate literacy initiatives and to keep a track of the literacy action plan. This sound plan has a clear framework for highlighting the main priorities well. It contains a mixture of maintenance and development activities. Some of these are broken down into specific actions but others are left too vague. The progress of some of these can be readily judged but not enough show what impact the actions have on pupils' learning. The subject leader has monitored teachers' lesson plans so that they follow national guidance. The deputy headteacher and headteacher have monitored teaching and helped to improve its quality. Senior staff have examined the school's assessment results with the subject leader and have used them to select pupils for additional support and to set targets for each year group in writing. This work now needs to go further by setting targets and giving support to small groups or individual pupils. The subject leader is well aware that the school's work in English makes far too little use of ICT. She recognises that the good work of a few pupils in Year 6 in producing a newsletter is only a start. The school is beginning to make good use of its very good accommodation by setting up the library and organising the reading books for younger pupils. This work is incomplete and the school has engaged the local authority library service to finish the re-organisation. This work will include removing outdated books and making up for some shortages, which together make the subject's resources unsatisfactory.

## **MATHEMATICS**

92. Seven year old pupils' standards of attainment have risen over the last four years but have remained well below the national average. Last year, eleven year old pupils' standards of attainment were very low when compared nationally. A proportion of both groups of pupils reached the expected levels and a few (more of the seven than the eleven year olds) reached the higher levels. Standards were too low and standards of numeracy were poor because the school had too high a proportion of pupils attaining below these levels. The picture has changed slightly for the current seven and eleven year olds. Their overall progress has improved slightly and for most it is satisfactory and a few more are attaining at the expected and higher levels. Overall, seven and eleven year old pupils' standards of attainment are below those expected. Most pupils progress at a satisfactory rate from their starting points because the teaching of the daily mathematics lesson is improving and is mostly good and pupils' attitudes and behaviour have improved.

93. The local education authority has included the school in a Numeracy Development Project to help it improve pupils' progress and raise their attainment. The school has received sustained support from a numeracy consultant to give additional advice and support and to monitor the quality of teaching with the school. The school has benefited from this support and most of the recommendations have been put into place. These have improved the quality of teaching and pupils' progress. There is a useful pupil tracking and assessment system to help teachers identify what pupils do not understand and give them specific support. The system also helps the subject leader monitor and target strengths and weaknesses in numeracy provision. The school has not acted quickly enough on all of the recommendations and additional support for some pupils is not in place.
94. Throughout Years 1 and 2, pupils are developing satisfactory number concepts but in most aspects of mathematics, most seven year olds are working below the level expected for pupils of this age. However, most are making satisfactory progress from their starting points. Most pupils start in Year 1 with low attainment in numeracy and by the time they are seven most are working below, but not well below the expected level. They are developing a secure knowledge of the value of numbers and how the number system works from working on sequences of numbers and number patterns and comparing bigger and smaller numbers. In Year 1 classes, pupils were learning to recognise the value of coins, adding coins to make a specific total and the higher attainers were also able to work out how much change was expected from 10p if two toys were bought at 4p and 5p each. Teachers made good use of resources to help pupils with this and staff regularly encourage pupils to use the right words such as 'coin', 'amount', 'value', 'cost' and 'change'.
95. By seven, most pupils can carry out simple addition and subtraction of numbers up to 100. The higher attainers can multiply by 10 by the addition of zero and make up different combinations of numbers from a three-digit number and write them in order of size. Most pupils are making satisfactory progress in recognising simple fractions, calculating including simple multiplication and sharing, measuring with rulers, recognising properties of two-dimensional shapes and using graphs to illustrate patterns in data. Their progress in solving problems and in speaking about how they worked answers out is slow. In Year 2 classes, pupils were learning to compare two two-digit numbers and enter the correct sign, < less than, and > greater than. The teacher likened the shape of the sign to a crocodile's jaw with it always opening towards the larger of the numbers. This helped the pupils to remember the correct symbol and they then made good progress in their main activity. A large minority of pupils find it hard to concentrate for long periods. Teachers need to shorten the periods pupils are working on one aspect by providing breaks in concentration to help them return to the main activity with renewed motivation and concentration.
96. In Years 3 to 6, pupils' rate of progress in numeracy is sometimes slower than in Years 1 and 2. This is partly because teachers do not give enough time to consolidating pupils' number skills by getting them to explain their answers. It is also because teachers do not give pupils a wide enough range of tasks or incidental opportunities in which to practise their number skills. Pupils in the Year 3 and Years 3/4 classes were involved in the use of co-ordinates and directions and the points of the compass. They could work out a series of moves across the grid on a map. They could relate their moves to points of the compass and assign co-ordinates accurately. The higher attainers also knew about the other cardinal points such as NE and SW. Pupils in these classes make good progress overall. Year 6 pupils were involved in 'real life' problem solving. Initially work concerned different number operations and how they help in the calculations involved in written problems such as: 'A bus carries 16 people; how many can 18 buses carry?'

This is a good response to the weakness in younger pupils' attainment. Staff made good use of resources to help clarify number processes and the middle and higher attainers made good progress during the lesson. By the time they are eleven, most pupils have some understanding of the value of numbers up to 1,000 and can recall basic addition and subtraction number facts. A few higher attaining pupils often check how reasonable their answers are, and know about multiples and square numbers. Most can recognise some patterns such as those made by odd and even numbers. Higher attaining pupils can compare fractions and percentages and interpret basic information from graphs. Low attaining pupils can name two and some three-dimensional shapes and get simple information from charts. They are slow to recall and use basic number facts and find simple division a difficult idea to master.

97. There is some variation in the quality of teaching, but overall it is good. Pupils make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. Most teachers have a good understanding of the National Numeracy Strategy and the concepts that need to be taught. They use the numeracy framework for their planning and make regular assessments using the numeracy objectives. This enables them to match work to pupils' ability and to group their pupils accurately. In a minority of lessons this is not the case and teachers do not expect enough of higher attaining pupils. Teachers make it clear to pupils what they are to learn and display any important new words. In the better lessons, they have additional activities ready for pupils who complete their work. Teachers in Years 1 and 2 improve the mental mathematics part of the lessons by having shorter tasks to help pupils concentrate. For instance, in a Year 1 class, part of the mental session concerned the number of the week. This enabled pupils to think up a good number of facts about the number 7. It was a short part of this session, pupils were well motivated and it helped to consolidate many facts concerning numbers connected to 7. Generally, the pace of lessons could be improved through extending this idea. Where teaching is good or better (in Years 1, 3 and 6) teachers move the lesson on and keep pupils' attention. They then complete their tasks because they are set for a short timescale. In general, pupils' attitudes to mathematics are good. In the better lessons, teachers use resources, such as the small white boards and number fans, imaginatively. They help involve pupils, deepen their understanding, keep them interested and make learning fun. There is wide variation in the marking of pupils' work. Work in Years 3 and 6 has supportive comments that lead pupils onto the next steps in their learning. In general, teachers miss this opportunity. Teachers work well with teaching assistants to support groups of pupils' learning in numeracy, and pupils with special educational needs and those learning English as an additional language make satisfactory progress. Teachers provide good guidance for teaching assistants to ensure that they know their pupils' needs and work effectively with them. In most lessons where there were pupils with learning difficulties, the intervention of the teaching assistant was crucial in the maintaining of pace and a positive atmosphere.
98. The co-ordinator has managed the subject since the beginning of the school year and the management of mathematics is satisfactory. Although she has not monitored teaching, the numeracy consultant and senior staff have done so and this has helped to improve its quality. The school's numeracy action plan is adequate and provides clear areas for moving the subject forwards. The school needs to exploit the information collected through pupil tracking and introduce booster classes urgently. The use of ICT in the support of numeracy skills is poor and its improvement should be a priority. Teachers need to exploit more opportunities to develop numeracy skills in other subjects such as science or design and technology. These advances would support the good teaching in raising pupils' standards and achievement.

## SCIENCE

99. Last year, seven year old pupils' attainment matched that of similar schools but was well below the national average. This was largely because too few pupils reached the higher than expected level of attainment. Eleven year old pupils' attainment was very low compared with all schools nationally and was well below the average of similar schools. Although the proportion of pupils who reached the expected level was around the national average, too many attained below this and not enough reached the higher than expected level. The current seven and eleven year old pupils are making satisfactory progress but standards are below those expected. Slightly more of them than last year are working at the levels expected with a few working beyond them. This is partly because teaching is satisfactory overall and in Year 6 it is very good and teachers use resources well to enrich the pupils' learning. The school now recognises that it needs to help higher attaining pupils, in particular those in Years 3 to 6, to reach higher standards. Pupils with special educational needs and those learning English as an additional language make satisfactory progress.
100. Most pupils start Year 1 with a weaker general knowledge of science and the words to express it than is generally found. From this low starting point most pupils make satisfactory progress but higher attaining pupils do not make enough progress throughout the school. For instance, in a Year 2 lesson the teacher asked the pupils what the word 'natural' meant in connection with materials and objects. The pupils' response was very hesitant. When examining a good variety of objects produced by the teacher, they struggled to identify them by name or describe them well. Later in the lesson, the most able pupils could sort the objects successfully into groups of 'natural' or 'made' ones and the lower attaining pupils relied heavily on the help of the teaching assistant to complete the task. Pupils use different ways of recording their work and most of them find it difficult to recall scientific words or facts. However, they are inquisitive and respond well to finding out things from experiments. By the time they are seven, the pupils mainly record their work on worksheets or sometimes by copying sentences from the board and filling in the missing letters. The pupils' retention of the words or facts they have learned from science lessons is not strong. Although the school has appropriate strategies to raise standards in English, pupils' progress in science continues to be restricted by their weaknesses in English.
101. A minority of eleven year old pupils are working at the level expected. A few are working beyond this and make good progress in Year 6, for instance when they classify living things. They do not make enough progress through the school because not enough is asked of them. Most pupils are working below the expected level and are making satisfactory progress from their starting points. Average and higher attaining pupils understand the idea of a fair tests and have a good knowledge of how to make scientific investigations. They can use several ways to record their results. Their scientific vocabulary is not as extensive as it should be. They find the scientific words hard to learn, use and remember even though, throughout the school, teachers make a great effort to use and to teach the correct vocabulary. Most higher attaining pupils have a satisfactory understanding of the properties of materials. Lower attaining pupils' knowledge and understanding are slowed by their language development. Some can sort materials into different categories and understand the difference between living and non-living things. Eleven year olds have studied a good range of units from the national guidelines and their knowledge gained from recent topics is good. For instance, they talked excitedly about their work on habitats after a visit to Nell Bank where they learned to apply scientific skills and ask scientific questions in a practical setting. Most have a basic idea of setting up an experiment but not how to devise an experiment of their own. This is because staff set up the experiment for them in most lessons rather than



engaging them in the process through open questioning. Pupils do not have enough experience through the school of recording experiments for themselves because staff usually set out the recording method. Higher attaining pupils should be able to do this for themselves. Most pupils have a good understanding of how to control aspects of an experiment that might change and also how and when to make a prediction about the outcome.

102. The teaching and learning of science through the school are satisfactory overall. Pupils are very keen to take part in science activities. They are excited by the good displays around the school, which encourage them to ask questions and find out more about the topics they are studying. Teachers use every opportunity to teach the correct words to the pupils. They use a lot of repetition to help them learn the words and this broadens the pupils' understanding. They are also good at gathering interesting and informative resources for lessons as in Year 2 lessons on sorting natural and made objects. Teachers plan lessons using the national guidance but a minority who do not have a science background need more support and direction than this. An example of this was in the Year 5 work on air in solids. In most classes, pupils record their work in a limited way and there is more scope for pupils developing ideas of their own or possibly including tables, graphs and ICT presentations. In Year 6, the teaching is of a very high standard. There is excellent structure to the lessons and the pupils know exactly what they have to do. The teacher has a good knowledge of scientific method and expects all pupils to make predictions. A good example of this was when pupils suggested what might happen before starting their experiment to find solids dissolved in liquids. Her enthusiasm and good organisation result in the pupils behaving very well and making good progress. They tackle their science work enthusiastically, use the correct words such as molecule and enjoy the challenge of the work. The Year 5 display on muscles shows use of the pupils' ICT skills but this is not widespread and should be developed more fully when the ICT suite is better established. The Year 6 visit to Nell Bank was very productive. It enabled the pupils, some for the first time, to experience a rural setting and learn about habitats at first hand. The display which the visit produced show good links with other subjects, such as letters of thanks to develop writing skills and the project to design a first aid case for the trip was a relevant use of design and technology skills. Pupils responded very positively and were extremely well behaved throughout their exciting day. Because of their attitude the 'Ranger' has invited the school back in another season to see the changes at first hand.
103. The subject manager is very enthusiastic about science and encourages her colleagues to share her enthusiasm. She plans to audit the resources and on the basis of its results, order more sophisticated equipment particularly for Years 5 and 6. In these age groups resources are currently weak. The subject manager recognises the urgent need to review results in national examinations and to develop a strategy to improve the teaching of science to the more able pupils and help them attain more highly.

## **ART AND DESIGN**

104. Art and design has an important place in the school curriculum as a way in which pupils can express themselves without having to rely on their skills in English. There is a wide variety of topics, and pupils enjoy all facets of the subject. They concentrate well during lessons, and practise and steadily build a suitable range of skills.
105. By the age of seven, pupils are making good progress and their level of attainment is similar to nationally expected standards. They work with an interesting range of

techniques that include using predominantly lighter coloured chalks on dark background to create pictures of trees in the snow, and cutting and sticking different materials to make collage monsters. Pupils in a Year 2 class used felt pens particularly effectively to make brilliantly coloured pictures of the Festival of Light in connection with a geography topic about the Indian sub-continent. They explore different textures by making a series of rubbings of surfaces in the playground, and pupils in Year 1 fold and weave paper to create interesting three-dimensional effects. Pupils start to develop their skills of observation by painting portraits that show well-defined characteristics. They also start to look at others' work and say why they like it. All pupils including those with special educational needs take full part in the activities, and they all make broadly similar progress.

106. Pupils continue to develop their skills steadily through Years 3 to 6, and by the age of eleven, pupils are working within the level expected and they make satisfactory progress. Last term, pupils in Year 6 depicted their observations of 'People in Action', using paints, pencil sketches and paper collage which all showed a growing awareness of detail and increasing ability to express movement on paper. Following a science visit, they made a series of finely observed sketches of water spiders and snails, and one particularly gifted pupil painted a high quality picture of a heron. Pupils develop their ability to produce three-dimensional work. Last term, Years 3/4 pupils looked at pictures of different chairs and discussed their use. They then worked in groups to make freestanding chairs from junk materials for special people such as a grandma, which form an eye-catching display of colour. Pupils in Year 3 this term are looking at pattern. Those who discussed samples of Australian aboriginal art produced some work of high quality during the inspection, showing well-developed skills of observation as they used similar colours and techniques such as stippling. Pupils look increasingly critically at their own and others' work, and they start to pinpoint what should be improved and how to go about it.
107. The teaching and learning of art and design is satisfactory. Teaching in a Year 3 class was very good and pupils made very good progress. Teachers' planning is satisfactory, but its clarity varies. Where it is good, teachers extend the national guidelines into plans that are clear with stated learning objectives and skills to be taught, as well as activities to be carried out. This enables pupils to apply and develop particular skills well. Teachers' subject knowledge is good, and throughout the school, they provide pupils with interesting activities. These topics are often associated with their work in other subjects, and pupils respond with enthusiasm. For example, after learning about myths in literacy lessons last term, pupils in Year 5 produced graphic paintings of the Cyclops. Teachers do not always have high enough expectations of what their pupils can achieve and do not always place enough emphasis on helping pupils to acquire specific skills. For example, in one lesson pupils were not all given guidance as to how to apply shading in order to create a three-dimensional effect. For this reason, pupils' standards of attainment are generally in line with those seen nationally, rather than being above average. Teaching assistants give good, discreet support during lessons, which enables pupils of all abilities to behave and concentrate well and produce pleasing work. Teachers create good opportunities in art lessons for pupils to practise listening and to improve their speaking skills. Pupils also illustrate their written work with colourful designs and pictures. For example, Year 6 pupils added effective illustrations to health posters. They are using ICT as an additional way of sketching plans for decorative masks, but teachers are not generally using ICT to support art and design.
108. The subject manager is new to the post. She is enthusiastic and keen to do well, and her leadership is satisfactory. The manager looks at medium-term plans and notes the standard of work on display. She has started to compile a file of photographic evidence. The school has adopted the national guidelines, and some teachers are using them well

by extending them into useful lesson plans. Pupils' work is assessed at the end of each term, but the method of recording has not been standardised across the school. Teachers do not all encourage the regular use of sketchbooks at present. Resources are satisfactory and are used well.

## **DESIGN AND TECHNOLOGY**

109. Pupils make good progress from their starting points in design and technology. They are enthusiastic and curious. Teachers foster this curiosity and make sure that all pupils are included in all aspects of the lessons.
110. By the age of seven, pupils reach standards in design and technology, which are within the level expected, and they have started to build a solid base of skills. For example, last term, Year 1 pupils chose their own ingredients to make fruit salad and recorded what they had done in pictures and words. They have also started to consider methods of joining things. For example, they punched holes and used split pins to make simple, jointed paper figures and enjoyed seeing how they moved. Year 2 pupils looked at a variety of objects and toys that used winding mechanisms. They investigated them and discussed how they worked. While one class drew labelled diagrams of a winding toy or a well and bucket, the other class devised a winding mechanism from two cylinders and a length of string.
111. By the age of eleven, pupils' standards continue to be in line with standards expected nationally. Throughout Years 3 to 6, pupils build well on the skills learned earlier. Year 6 pupils are studying the processes involved in design, from the first plan to the finished design. In particular, they are looking at slippers, and during an early lesson they realised that some are functional while others are for special occasions. They use their observational skills well when they examined a cross-section to understand its structure. By looking at many pairs, they discovered the wide range of materials used to make them, and they considered various ways of joining different parts. They developed their sketching skills to draw samples, which they then labelled. During this term they will make a pair of slippers based on planned patterns for the parts and choice of fabric depending on whether they are to be functional or ornamental. Younger pupils in Years 3/4 learned about joining soft fabric materials when they used simple stitches and a variety of fasteners to make Christmas stockings that closed at the top. Throughout the school, pupils develop the skill of evaluating how successful a product is, and how it could be improved.
112. The quality of teaching and learning is good. Teachers have good subject knowledge and enthuse their pupils well. They explain techniques clearly to help pupils understand, make their own decisions and make steady advances in their learning. Teachers plan closely across year groups and this helps to ensure that pupils within one year all have similar experiences, but not all teachers show clearly the learning outcome for the lesson, nor which skills the pupils are to use. Teachers have good relations with their pupils. They have high expectations of good behaviour and pupils respond well. This, together with plenty of interesting activities, keeps pupils' attention and they work at a good pace. Teaching assistants give good support to pupils who learn more slowly, and this enables them to keep up and to make good progress. Teachers are well aware of the needs of pupils for whom English is an additional language, as well as others who have a restricted vocabulary. Teachers emphasise clear explanations of new vocabulary so that pupils understand technical terms, have an appropriate knowledge and make good progress. Teachers encourage pupils to practise their writing skills by recording how they made products, and then by writing their evaluations of their success. Pupils' mathematical knowledge is used to ensure that measurements are

accurate, and there are close links with science as pupils learn about nutrition when they make sandwiches. Teachers do not use ICT to further their pupils' understanding of design and technology.

113. The subject manager is new to the post, and is well supported by the ex-manager and by the specialist design and technology teacher in Years 5 and 6. She has looked at pupils' work once and checked it with their assessment. The assessment of pupils' attainment is standardised across the school and clearly indicates their levels of achievement. The school has adopted the national guidelines as a basis for planning. Not all teachers have extended them yet into short-term plans which show learning skills and lesson objectives. Resources are satisfactory overall, but there are gaps for topics studied by older pupils. These are being replenished slowly. Resources are used well in all lessons.

## **GEOGRAPHY**

114. At the age of seven pupils are making satisfactory progress in developing an appropriate range of knowledge and geographical skills. They attain standards that are in line with those expected nationally. By the age of eleven pupils' progress is unsatisfactory and most achieve below nationally expected standards. It was not possible to observe geography teaching during the inspection and the judgements have been made on the basis of other evidence such as a scrutiny of pupils' work and discussions with them about what they have learned.
115. The seven year old pupils are finding out about their local environment and places around the world through a series of topics such as 'Where in the World is Barnaby Bear?' Displays in class showing life in India introduce them to famous Indian buildings and the different kinds of food from that country. To help them understand the differences between locations, pupils are involved in making their travelling preparations, deciding what to pack for a hot climate and making a simple passport that included details about themselves. They make further progress in understanding geographical terms through activities concerning 'An Island Home' with the main character Katie Morag. They learn terms such as 'mainland' and 'landscape' and can label features such as bridges, hills and rocks on simple maps and diagrams. There are good links with reading as teachers use Big Book resources well to provide additional content to Katie Morag and her life on Struay Island. Pupils use the local environment in their study on 'Making Our Area Safer'.
116. Year 3 and Year 4 pupils make satisfactory progress through a comparison with life in the Indian village of Chembakolli. Pupils are familiarising themselves with world maps, where Bradford is with respect to the country of India and what they would need to take with them if they went to Chembakolli. They compare what life is like, and the difference in daily routines, housing and employment. They make further comparisons through studying the life of an Indian girl, Chanda. This provides good opportunities for descriptive work and there are effective links with pupils' reading and writing. In their local area investigation, pupils measured the variations in noise levels around the school. They drew graphs showing the movement of pupils around the school at various times that linked this to noise levels. This investigation is being extended to investigate how the amount of litter varies around the school. Year 5 and Year 6 pupils make unsatisfactory progress. Their knowledge and understanding of geographical terms are not well developed. Work carried out on water and mountains was mostly copied from the board and there was no development in map work or the use of illustrations to explain geographical terms and features.

117. The management of geography is satisfactory. Units of work have been allocated for year groups as the basis of their learning. This is satisfactory for younger pupils but the planning for older pupils is not meeting their needs. The subject manager intends to update the policy for geography, outlining activities which build on pupils' previously learned knowledge and understanding and improving assessment of their progress which is currently unsatisfactory. Resources for the subject are satisfactory and are being extended to units of work as they are studied. The subject manager monitors coverage of the subject so that it meets statutory requirements and tracks weaknesses in provision. However, this has not been completely effective in ensuring appropriate provision for the older pupils.

## **HISTORY**

118. Pupils study a good range of cultures and visit interesting places locally as part of their studies. Seven and eleven year old pupils' attainment is below what is expected nationally but pupils are making satisfactory progress. Pupils learning English as an additional language are making good progress.
119. In nursery and reception, pupils have started to acquire some of the words and skills they need to study history but they start Year 1 at a much lower level than is common nationally. From this starting point, pupils' make satisfactory progress through to Year 6. They learn a good range of topics and slowly develop their understanding of the passing of time and how events fit into each other. The progress of pupils with special educational needs is generally satisfactory. A few struggle to apply themselves, despite the very able and patient support of the teaching assistants, because a great deal of concentration is required in this subject. The progress of pupils who have English as an additional language is good. They start with little background knowledge and few historical terms. By Year 6, their vocabulary has grown because teachers make a point of carefully emphasising key words and higher attainers know some significant details about English, Egyptian and Greek history.
120. Seven year old pupils know about famous figures from history such as Florence Nightingale. They can make very simple statements about her life and times and higher attaining pupils are starting to use historical terms. Most pupils have a weak understanding of the order of historical events. When writing letters to Florence Nightingale, the work of average and lower attaining pupils shows little detail and weak writing skills, particularly their use of describing words. Pupils in Year 6 are using more historical terms and most can put historical periods in order. Their factual knowledge is improving but remains vague on some of their earlier topics such as some major details about the life of Henry VIII. They find it difficult to bring together information from a range of sources to write an interesting account of a historical event and do not readily include dates. They are starting to understand the life and times of the Victorians through their current work and are enjoying gathering information from real historical documents even though many find this very hard.
121. The teaching in Years 3 to 6 is satisfactory. The teaching of history was not observed in Years 1 and 2 and so no judgement is made. Teachers make good use of praise in class and in their marking of work and this encourages pupils to always do their best work. In a Year 6 lesson, the teacher successfully moved from the pupils' knowledge of local housing when asking, "What is a two up and two down?" to some interesting resources on the 1841 census. This maintained their interest and extended their learning. Teachers make every effort to give pupils new words related to history as in a Years 3/4 class where they learned difficult words such as 'monarch', 'Roman Catholic'

and 'Protestant' in a discussion about Henry VIII. The work on Greece in Year 5 was very neatly presented. It catered well for the needs of most pupils but did not ask enough of higher attaining pupils and they did not make enough progress. They need much more challenging tasks than sticking together a time line or drawing a Greek soldier. In other classes, pupils produce a similar, but higher standard of work. This is because teachers ask more of them all and the teachers and teaching assistants separately support pupils with limited English skills, as in the Year 3 work on Tudors. Teachers have made good displays of pupils' work. They are lively and interesting. They stir the pupils' interest in the subject and promote a positive attitude to historical study. In Year 2, there is some particularly good written work on Florence Nightingale. In the Years 4/5 class, the pupils have created some lovely pictures of rich people's costumes using collage (sticking a variety of different types of papers) and in Year 6 the room has very good information on the museum the class will visit soon and the 1841 census. The pupils learn about, and begin to understand, many cultures through history such as the Romans, Egyptians and English heritage. The school organises a very good range of visits, such as walks around West Bowling for Years 1 and 2, Skipton Castle for Year 5 and the Industrial Museum for Year 6. These visits make real the history the pupils are learning in the lessons and greatly increase pupils' understanding. Pupils really look forward to these visits.

122. The subject manager has been successful in buying resources for history to include Years 5 and 6. There remain some weaknesses. The subject manager should audit the resources and prepare a purchasing plan for the future to bring the resources for all topics up to the high standards of the Victorians topic. The school may review the topics it has chosen to teach for which there are limited resources available, such as the Indus Valley. The school records pupils' attainment using the same format for every class. This is a useful process and the document shows which topics the pupils have studied. The evaluation of pupils' progress is in its early stages and the school should continue to refine its methods until it can more accurately assess the pupils' attainment. There are many positive uses for computers in history, particularly for research using encyclopaedias or the Internet and for presentation. The school is not making effective use of them in this subject because of difficulties with the reliability of equipment.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

123. The current management and organisation of ICT are not enabling pupils to receive their full entitlement and statutory requirements are not being met. Seven and eleven year old pupils' standards of attainment are below those expected nationally and pupils make slow progress throughout the school. One class lesson was observed during the inspection and the evaluation of standards was made through other observations of pupils' learning, discussion with the co-ordinators, teachers and pupils, and from the scrutiny of work.
124. The school inherited over 20 computers and created three separate networks: one in the north wing, one in the east wing and the third has recently been moved into the library to serve as the NGFL (National Grid For Learning) main computer suite. The school has worked hard to get the networks working and provide software to support many areas of the curriculum. The new suite consists of both PCs (Personal Computers) and Apple computers but this was not fully functioning during the inspection. Most classrooms also had a stand-alone computer but several of these did not have a working printer.

125. Pupils in the reception class were using 'Millie's mathematics House' to support their work in mathematics. They had to choose the correct sized pair of shoes to fit a varying sized mouse on the screen. They were confident with the software, and could manipulate the mouse and make correct choices. These early skills are not built on as pupils progress through the school. A group of pupils in Years 5 were using word processing on the east wing network as part of their geography unit of work on 'What's in the News?' They were choosing a headline from a selection of newspapers and reproducing it as accurately as possible on the computer. They were able to make good copies and to print them out. They were familiar with changing font and font size and were confident in setting out their headline in the appropriate format. These skills, however, are below those expected of pupils of this age. A small group of higher attaining Year 6 pupils were involved in the production of a school newsletter. They used a standard desktop publishing application to produce several pages of information that was also illustrated with clip art. The standard of the newsletter was in line with pupils of that age. Year 6 pupils had also used word processing to reproduce spells and diaries in connection with a literacy project on Macbeth. A variety of fonts and styles had been used and they made a colourful display. A group of eight Year 6 pupils have weekly ICT sessions at Dixons College. Here, they have been making good progress in using emails and searching the Internet. However, too few pupils throughout the school are practising skills at the right level or developing their understanding across the range of ICT applications.
126. Evidence suggests that a minority of pupils, when given the opportunity, can use ICT constructively to help with their learning and are gaining certain ICT skills. These mostly concern word processing activities. There are other areas of entitlement that are unsatisfactory such as: the use of databases, spreadsheets and graph drawing software; the use of modelling software and simulations; and control and monitoring activities. Much of this weakness is due to the lack of reliable and compatible resources.
127. Teachers do not use the adopted scheme of work effectively nor use ICT appropriately to support learning across other subjects. The two co-ordinators are new to the post. The school inherited software that was set up for middle school pupils and needed a lot of work to make them suitable for primary school use. The management needs to ensure that equipment works reliably, appropriate software is available and teachers know how to make use of it. The school is about to undertake ICT New Opportunities Funded training and this should help teachers to become familiar with the school network and how to ensure all pupils have adequate access. The ICT development plan is satisfactory and outlines much of what needs to be done. The plan needs to prioritise areas of development and teachers should ensure pupils' access to ICT through the scheme of work is quickly realised.

## **MUSIC**

128. The school relies too much on singing to teach pupils music and pupils are not receiving their statutory entitlement because too narrow a range of the subject is taught. Seven and eleven year old pupils' attainment is below the level expected and their progress is unsatisfactory overall because teachers do not give enough opportunities for pupils to learn about and practise making their own music. This includes pupils with special educational needs and those with English as an additional language. Seven year old pupils make satisfactory progress in singing together. Eleven year old pupils make good progress. They attain standards expected nationally in this aspect because

of enthusiastic teaching and good opportunities to practise. They work well together on these occasions and this, as well as their enthusiasm, helps them to learn well.

129. Pupils sing well. Teachers choose catchy, rhythmic songs for them to learn and encourage them to work hard to improve their performance. Seven year old pupils sing in tune and can keep the shape of a melody. They accompany their singing with clapping and can keep a steady beat with this and other body noises. They can follow the teacher as she conducts but do not have enough ideas about choosing instruments and sounds to make their own patterns of music. Teachers do not give them enough opportunities to learn how to do this. They can answer the teacher's questions about whether they are singing loudly or softly enough and can sing faster and slower if asked. They are not so good at talking about how this can make music give different effects because the teachers do not make a point of talking about this.
130. Eleven year old pupils sing more difficult songs with accuracy and enthusiasm. They really enjoy singing. In one singing session, there was a spontaneous cheer each time the teacher announced which song they were going to practise. Songs such as 'Disco Beat', 'Purple People Eater' and 'Nobody Loves Me', have the pupils singing with gusto, skill and enjoyment. The teacher takes time to discuss breathing and how to sing to give the best effect, for example loudly or softly or slowly or quickly or any mix of these. Pupils also learn to listen to the effect of their singing and consider how to improve it. This helps pupils to make good progress in singing. Pupils do not make enough progress in developing their skills of composing their own music and trying their own ideas in musical structures because teachers are not confident enough in their subject knowledge to give them the opportunity to do this. They are beginning to build up some musical vocabulary such as accompaniment, lyric and coda but this is not enough to help them compare different kinds of music. They can talk about music in simpler terms and give reasons for liking or not liking a piece.
131. Teachers teach singing well. In all other aspects, teaching is unsatisfactory. Although the school is following national guidance there is not enough planning to include all areas of music. The music co-ordinator teaches simple accompaniments to singing to younger pupils and this works effectively. Teachers of older pupils are not confident enough to teach pupils how to make their own music and do not give them opportunities to practise this. As a result, although pupils concentrate and behave well in lessons, they do not learn to be independent enough to explore music. Teachers ask questions well to find out what pupils have understood but they do not record this often enough. They do not assess regularly enough what pupils have learned and so are not sure about how much progress they are making. This means that they cannot be sure that they are planning for pupils to learn what they should to make progress at the right rate.
132. The co-ordinator has recognised the need to give more direction to teachers of older pupils. She has rightly identified the problems with teaching and standards of attainment. She has taken steps to improve the situation by getting help from Bradford Music Service for Curriculum Support. The teacher who has just started this work is confident and enthusiastic and aware of the need to extend music opportunities. Her plans and lessons show that her expertise and knowledge will help to give a better balance to music in the school and raise standards of attainment.
133. The co-ordinator has organised a recorder club and visits by musicians such as an Asian ensemble, a string quartet, handbell ringers and a church choir. These are good opportunities for pupils to learn more about music. The school has good resources but due to storage problems these are not organised well enough. It has very good accommodation including a separate music room in which groups of pupils can



practise. The school is not making enough use of ICT to extend pupils' musical experiences.

## **PHYSICAL EDUCATION**

134. The pupils reach above average standards in swimming because the school invests a lot of time and money in the provision. Pupils work in a spacious gym and have the use of very good outdoor facilities. They benefit from specialist teaching in Years 5 and 6.
135. Standards in Year 2 and in Year 6 are broadly in line with national expectations in the aspects of physical education seen during the inspection (gymnastics and orienteering). It was not possible to see all the aspects of the subject being taught because some, such as athletics, are seasonal. Standards for boys and girls are similar and the school encourages all pupils to take part. A good example of this is that the football team includes boys and girls. Pupils who are learning English as an additional language are not disadvantaged in this subject, partly because it is activity based and partly because teachers give clear, straightforward instructions so that everyone can understand. Many of these pupils do well in this subject, either in their personal performances such as gymnastics or dance, or as part of school teams. Most pupils with special educational needs learn self-control and co-operation with others. They perform and make similar progress as others. One or two of these pupils are not making sufficient progress. They are given every chance to join in the lesson but they have yet to co-operate with the teacher. This is gradually improving. The school reports that pupils' standards in swimming are above average. All but a very few pupils in Year 6 can swim and many have gained various distance swimming awards, including eight who have swum 800 metres.
136. The pupils join Year 1 having had a good grounding in movement skills in the reception and nursery classes. Staff plan a good programme of activities to build on this sound start and broaden their knowledge and skills by learning about games and athletics. They also learn more detail about how their bodies react to exercise. Most make satisfactory progress through to Year 6. The majority of pupils cannot swim when they first start their swimming lessons and so they make very good progress in this aspect.
137. Teaching in Years 1 and 2 is satisfactory. Teachers manage the pupils well, and sensitively, which means that no time is wasted and virtually all pupils take part. Teachers often improve skills by getting pupils to demonstrate, as in a Year 2 games skills lesson when a pupil showed the others how to use a hoola hoop. However, in another part of the same lesson the pupils' ability to throw the beanbag was weak and the opportunity for coaching was missed. Pupils are well behaved throughout the lesson and obey the rules of the game they are given to play and work well in a team. In a Year 1 gymnastics lesson, the teacher gives good, clear instruction to the pupils on how to move the equipment safely and quickly. Again, the teacher makes good use of pupils' demonstrations and these lead to improvements in performance. Teachers in these classes are already prompting their pupils to consider the effects of exercise on their bodies. The pupils respond using simple, but accurate, vocabulary.
138. Teaching is mostly satisfactory in Years 3 to 6 with some good lessons, often taught by the specialist teacher in Years 5 and 6. During the well-taught orienteering lesson, Year 6 pupils showed both their ability and their very positive attitude. Most ran cheerfully and at a good pace in the damp conditions between the markers as they criss-crossed the large playing field. The well-prepared maps and clue sheets and the interesting new activity motivated them. Pupils who had previously not taken part in physical education lessons also joined in the fun. The Year 6 pupils scored very well with most teams getting more than half the answers correct, which is very good for a first attempt. They

quickly learned how to use the map by combining their geographical and mathematical skills and worked well as a team, with little or no cheating. The Year 5 pupils found a similar exercise quite difficult because whilst they could find the grids on the map, they could not read the map and link it to the field in front of them. Apart from one very good pair they scored poorly. The teacher assessed pupils' progress in both lessons well. Through this he planned to rearrange the Year 5 teams next time to equalise ability and set the Year 6 class a harder task. The teacher in a Year 4 dance lesson used simple language. This allowed all pupils to understand the tasks but the pupils did not perform well. Their movement did not mirror the jerkiness required of machines. The behaviour of some boys was poor. The lesson was not planned in sufficient detail and the pupils were neither directed nor encouraged to perform to the best of their ability.

139. The school rightly allocates significant resources to its swimming programme in Years 4 and 5. The programme is very successful for two reasons. Firstly, most pupils can swim much more than the minimum expected standard and secondly because many pupils may not learn to swim otherwise and the school is giving them a skill which could save lives.
140. The co-ordinator has not been in post for very long and is just starting to make an impact on standards in the subject. She recognises that she needs to improve teachers' skills and planning to help pupils make better progress. In conjunction with the specialist teacher for Years 5 and 6, she and the headteacher have successfully bid for significant funding which could transform the school grounds and playground into an even better place than it is now. The school has very good, specialist facilities and accommodation such as a good variety of wall bars in the gymnasium, large playing fields and sandpits for athletics. Teachers are making good use of some of them. For example, the large field was ideal for the orienteering lesson. Resources for this subject are satisfactory. There is a very good range and quantity, of gymnastic equipment, but some of it is too large for younger pupils to move safely. There is not enough small games equipment like beanbags and hoops and this restricts pupils' individual practise.

## **RELIGIOUS EDUCATION**

141. Seven and eleven year old pupils reach standards that are in line with those in the locally agreed syllabus. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress because most teachers make lessons interesting. The school effectively uses religious education lessons to study faith and belief and to stress the importance of moral and social behaviour. Through this, the subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. The school's aims and values are reflected well through the subject. Pupils are taught the importance of respecting the beliefs of others and of good behaviour.
142. By the time they are seven, pupils know about some festivals in different faiths such as Diwali and Christmas. They are beginning to understand some of the symbols in these faiths. As one pupil said, "Light means good." They can talk about special places such as a mosque and a church and know that there are some special things that are important about worship. One pupil said, "The church has a bible and the mosque has the Qur'an." Most know that it is important to take off shoes when entering some places of worship but not in others. They talk animatedly about the story of Rama and Sita and can discuss what they think is good and bad behaviour. "You can't just go and take what you want, Miss, if it's not yours," said one. Another commented, "You shouldn't bully. If I was bullied it would make me sad." They do not know much about stories from the Bible.

143. By the time they are eleven, pupils understand more about different faiths and their main teachings. They understand and respect the beliefs of others because teachers stress this constantly. Year 6 pupils can write about family worship at a Buddhist shrine and compare this with Muslim and Christian worship. Most know what certain signs mean, such as hand signs in Buddhism, and that meditation is important to several faiths. They are confident about Christian beliefs and understand that Christians believe that Jesus is the son of God. Most can relate events from the life of Jesus such as his birth, death and some of his miracles. Pupils make satisfactory progress in these aspects.
144. Pupils make good progress in relating aspects of different faiths to their own lives. They learn well about their own responsibilities and the need to be honest, kind and helpful. Many can express their feelings and beliefs with an insight into how religious beliefs can affect their behaviour. One higher attaining Year 6 pupil said, "When I go to the Mosque I am responsible for teaching some younger children and making sure they know what is right. It's like that in school." Another commented, "To be mature you have to make the right decisions so that you are reliable and people trust you. Trust is important." They are able to think clearly and make these observations because the teacher encourages them to think carefully about responsible behaviour.
145. Teaching overall is satisfactory and makes a good contribution to developing pupils' speaking and listening skills. In Year 6 it is excellent. Teachers keep lessons moving at a good pace, which helps pupils to stay interested. They use posters and special objects well to encourage pupils to ask questions and discuss. This helps pupils to remember more and think more carefully. The Year 6 teacher expects more of pupils and this makes them think and discuss things in a mature way. Most pupils respond well to this and so understand more about different beliefs and how these can affect people's lives. In one discussion, the pupils were very interested in hearing what others did, for instance at the Mosque, and how this compared with what was expected of children with different beliefs. The teacher made good use of pupils' knowledge and interest and allowed the lesson to flow. In a few lessons teachers do not ask enough of their pupils. They do not build on what pupils know from their daily lives and so miss chances to help pupils understand more. Teachers do not assess enough of what pupils have learned and so are not sure about how much progress they are making. This means that they cannot be certain that what they plan is helping pupils to improve at the right rate. There are no opportunities to use ICT in lessons.
146. Pupils enjoy their lessons. They listen and concentrate well because they like to talk about the posters and objects and discuss what they themselves think and do. This attitude helps them to make satisfactory progress. They are very willing to talk about what they have done in lessons. In a short space of time, one group of higher attaining Year 2 pupils talked enthusiastically and knowledgeably about different buildings and books for worship, special places, festivals and the importance of good behaviour.
147. The co-ordinator has a clear understanding of what needs to be done and has the right priorities for developing the subject. Her knowledge and enthusiasm are helping her to support teachers. She has successfully introduced the new locally agreed syllabus and is building up a good resource base for teachers. She has begun to look at samples of work and teachers' plans but does not do this regularly enough to have a clear view of pupils' standards of attainment and teaching.