

# INSPECTION REPORT

## **MARGARET McMILLAN PRIMARY SCHOOL**

Heaton, Bradford

LEA area: Bradford

Unique reference number: 107291

Headteacher: Miss J Arundale

Reporting inspector: Mr P T Hill  
6642

Dates of inspection: 25<sup>th</sup> - 28<sup>th</sup> February 2002

Inspection number: 182156

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Scotchman Road  
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Bradford  
West Yorkshire

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Telephone number: 01274 495934

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Appropriate authority: The governing body

Name of chair of governors: Mr Zahid Ghani

Date of previous inspection: September 1994

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6642	Peter Hill	Registered inspector	Special educational needs English as an additional language Science Information and communication technology Art	What sort of school is it? How well is the school led and managed?
31718	Denise Shields	Lay inspector		Children's attitudes, values and personal development. How well does the school care for its children? How well does the school work in partnership with parents?
1272	Ian Hocking	Team inspector	Mathematics Design and technology Physical education	How well are children taught?
16761	Melvyn Hemmings	Team inspector	English Geography History	The school's results and children's achievements. How good are the curricular and other opportunities offered to children?
30362	Jacqueline Henshaw	Team inspector	Music Religious education	

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

### **INFORMATION ABOUT THE SCHOOL**

Margaret McMillan Primary School takes pupils from three to eleven years of age. The school has 499 pupils on roll including 78 who attend the nursery on a part-time basis. The school is much larger than the average primary school. The school is located in one of the most disadvantaged areas in the country. It is an area of mainly terraced houses and has considerable and multiple social and economic problems. Ninety-seven per cent of pupils at the school are of Asian heritage and speak English as an additional language. The number of pupils entitled to a free school meal is above average when compared to the local and national figures. Ninety-six pupils are on the special needs register and receive additional support. Nine pupils have statements of special educational need. The overall attainment of pupils on entry to the nursery is very low. Almost all pupils enter the school unable to speak English.

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

This is a very good and very effective school with some outstanding features. Although overall standards are below average, pupils are achieving very well and standards are improving. When they begin in the nursery, children have very little experience in the areas of learning expected of children starting the Foundation Stage of the National Curriculum and they speak very little or no English. By the time they leave school almost all are fluent in two languages and they have made significant progress. Teaching is very good overall with some excellent teaching. The leadership and management of the school by the headteacher and key staff are outstanding. The school provides very good value for money.

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

- Teaching is very good overall with a significant amount of excellent teaching.
- The school makes very good provision for the teaching of English as an additional language. Bi-lingual support staff and learning mentors make a very important contribution to pupils' learning and raising standards.
- Teamwork between all adults in classrooms is very good and has a significant effect on pupils' levels of attainment.
- Learning is very good for all pupils. The provision for pupils with special educational needs and for equality of opportunity is very good and contributes very significantly to the school as a community.
- Pupils' attitudes to school, their personal development and their relationships are all very good and strengths of the school.
- The provision for moral, social and cultural development is very good and a significant factor in the complete lack of racial tension within the school and in the way pupils are valued.
- The day-to-day care and support of pupils are excellent and strengths of the school.
- Parents have an extremely positive view of the school and the school has very effective links with parents.
- The leadership and management of the headteacher and key staff are outstanding. This is an area with many exceptional strengths.

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

- Standards in English, mathematics and science.
- The coverage of the National Curriculum in design technology and music and the co-ordination of these subjects in order to raise standards.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in September 1994, the school has made very good progress. Besides making overall very good progress in meeting the key issues identified in the report, there has been a steady upward trend in the level of pupils' attainment; considerable improvement in pupils' language skills and the provision for teaching English as an additional language; the management structure has been extremely effectively developed; there has been considerable improvement in the financial management; teaching has improved considerably; and, the school has come through the reorganisation from first school to primary school and the move to new buildings very successfully. This is a major achievement.

## 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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	n/a	n/a	E	C	well above average A above average B average C below average D well below average E
Mathematics	n/a	n/a	E*	E	
Science	n/a	n/a	E*	E*	

Standards seen during the inspection week were below average and improving. The 2001 National Curriculum tests for 11-year olds were the first time that pupils had been entered and the results were well below the national average in English, and amongst the lowest five per cent nationally in mathematics and science. In comparison with similar schools, based on a comparison of the numbers of pupils entitled to free school meals, the results were average in English and well below in mathematics and science. The school was disappointed with these results and, as a result, has changed the arrangements for groupings and settings in mathematics and science. The results of the tests for 7-year olds in reading, writing and mathematics were also well below average but, in comparison with similar schools, standards were average. The indications are that the majority of pupils in the current Year 6 and Year 2 classes will attain better standards, but will still be below the national average. As almost all pupils start school with little or no English, this represents very good progress and they are achieving very well in relation to their prior attainment.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school and are eager to learn.
Behaviour, in and out of classrooms	Good, with some excellent behaviour in classrooms.
Personal development and	Very good. This is a considerable strength of the school.

relationships	
Attendance	Well below the national average, despite the school's very best efforts.

Very good relationships exist between pupils and adults and there are examples where relationships are excellent. Pupils' attitudes to work and their personal development are very good. Behaviour is good, and there are instances where it is exemplary. These are significant strengths that make a very positive contribution to creating a very good atmosphere for learning and as a result the very good progress that pupils make. Virtually every pupil is eager to learn and very keen to participate in all the activities offered. Pupils enjoy their lessons and the additional activities that are offered. Unauthorised absence is above national figures but has reduced over the past year. Attendance figures are lower than would normally be expected for primary schools, mainly because a large numbers of families, across all year groups, take their children out of school for extended family holidays to the sub-continent.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Very 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.*

Teaching is very good overall with a significant amount of excellent teaching. Only a small amount of unsatisfactory teaching was observed. Teaching is very good throughout the Foundation Stage. Teaching of English is good in Key Sage 1 and very good in Key Stage 2, and teaching of mathematics is very good in both Key Stages 1 and 2. The basic skills of literacy, numeracy and information and communication technology (ICT) are taught very well, and, as a result, pupils of all levels of prior attainment make very good progress in their learning. The use of specialist teaching in a number of areas, including science and art, is raising standards in these subjects. The teamwork between all adults and their relationships with pupils are very good and have a significant and very positive effect on how pupils learn. In the small number of lessons where teaching was unsatisfactory, a slow pace of learning occurred as a result of ineffective class management and organisation. All pupils are well catered for and all, including those with special educational needs, have good and equal access to all that the school has to offer.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall, with lots of very good additional activities. The school is aware of a need to meet the requirements of the National Curriculum in design technology and in music. In both subjects some elements are missing.
Provision for pupils with special educational needs	Very good and as a result pupils with special educational needs have full access to all the school has to offer and make very good progress in meeting their individual targets.
Provision for pupils with English as an additional language	Very good and a significant strength of the school. Teachers and bi-lingual support staff are very effective in developing children's language and especially English as an additional language.
Provision for pupils'	Very good. This is a strength of the school and contributes very significantly to

personal, including spiritual, moral, social and cultural development	the school's excellent ethos.
How well the school cares for its pupils	Very well. The school ethos and day-to-day care of pupils are excellent.

The school has very good and effective links with parents and as a result parents, overall, have an exceptionally positive view of the school. The curriculum is enriched through a very good range of relevant activities and experiences; however, design technology and music are not as well developed as other subjects. The 'Excellence in Cities' initiative makes a very strong and effective contribution to the very high quality of activities and pupils' experiences. This is an extremely caring school with an excellent ethos and this permeates all areas and aspects of its work.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The leadership and management by the headteacher and key staff are outstanding. This is an area with many considerable strengths. The partnership between the headteacher and her deputy is exceptional and extremely effective. This is a significant factor in the considerable progress and very high standards throughout the school.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well and have a very good understanding of the strengths and areas of development of the school.
The school's evaluation of its performance	Very good. The school's managers, including key stage and subject managers, have evaluated its performance and have taken very effective action resulting in improving standards and the school being a very effective one.
The strategic use of resources	Very good. Resources are very well managed and targeted at meeting needs in line with the school's aims.

The outstanding leadership and management by the headteacher and the exceptional and excellent teamwork between the deputy headteacher and head are one of the significant factors in the school's recent improvement. Governors are very knowledgeable about the school and play a significant role in shaping its future direction. They do not, however, currently ensure that all statutory requirements are met with regard to design and technology and music. The school is well staffed with a very good level of very effective support staff, working very successfully with teachers to the considerable benefit of pupils. There is excellent internal accommodation, very well maintained and with a high level of very good display. The school is very well resourced overall and has two very high quality ICT suites and an excellent library. The principles of best value are well applied to all aspects of school life.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p><i>Almost 90% of parents agree or strongly agree that:</i></p> <ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children are making good progress.</li> <li>• Behaviour is good.</li> <li>• Their children get the right amount of work to do at home.</li> <li>• Teaching is good.</li> <li>• They are kept well informed about their children's progress.</li> <li>• Parents feel comfortable approaching school about problems and suggestions.</li> <li>• The school works closely with parents.</li> <li>• The school expects children to work hard.</li> <li>• The school is well led and managed.</li> <li>• The school is helping children become mature.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents did not identify any significant areas that they would like to see improved.</li> </ul>

During the Parents' Meeting, with an interpreter available, parents reinforced the high level of support for, and satisfaction with, the school. The return rate for parents' questionnaires was very high at over 80 per cent and very positive. Inspectors agree with all the positive responses made by parents.

## **PART B: COMMENTARY**

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

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

1 The 2001 National Curriculum tests for 11-year-olds were the first time that pupils had been entered and the results were well below the national average in English, and very low in mathematics and science. In comparison with similar schools, the results were average in English but well below in mathematics and science. The school was disappointed with these results and, as a result, have changed the arrangements for groupings and settings in mathematics and science. The results of the tests for 7-year-olds in reading, writing and mathematics were also well below average but, in comparison with similar schools, standards were average. The indications are that the majority of pupils in the current Year 6 and Year 2 classes will attain better standards, but will still be below the national average. As almost all children start school with little or no English, this represents very good progress and they are achieving very well, in relation to their prior attainment. Since the appointment of the current headteacher, there has been a strong emphasis on the teaching of the basic skills of literacy and of using a variety of intervention strategies, such as Additional Language Support, to raise attainment in all subjects. This has been successful and assessment information shows a steady increase in the standards that pupils are achieving through the school.

2 On entry to the Nursery, most children show very low levels of attainment, especially in the key area of English language acquisition. They experience a wide range of worthwhile activities that enable them to make very good progress in most areas of learning, and their communication skills in English rapidly advance. They can use these skills to talk in a variety of situations and learn to read and write. Most children, by the age of five, achieve well below the nationally agreed early learning goals in communication, language and literacy, and below in mathematical development, knowledge and understanding of the world and physical, creative, personal, social and emotional development. This represents very good achievement, which is a result of very good quality teaching that pupils receive in the Nursery and Reception classes, which effectively prepares them for the Programmes of Study of the National Curriculum, as they enter Year 1.

3 The pupils make very good progress in their speaking skills, though they are still below average by the time they are eleven. Though the pupils are confident when talking to others, they are limited in their ability to retell stories that they have read and to speak in a creative and imaginative manner. Teachers act as good role models by ensuring that their diction is clear and by correcting inaccuracies in pupils' speech. However, there are not enough opportunities for pupils to take part in structured class discussions and role-play activities, to more effectively develop their communication skills. The plenary sessions for younger pupils are not always used as effectively as they could be to improve these skills, by allowing them to talk about what they have learned in lessons. In some lessons, there was a lack of expectation of what pupils could achieve and they were only required to give one word answers rather than in sentences, of which they were capable of doing. The listening skills of most pupils are satisfactory, which helps them to make relevant answers to the teachers' questions.

4 The standards in reading are below average and the school is targeting an improvement in this aspect of English as a priority. Most pupils aged five to seven are not able to read accurately and confidently from texts appropriate for their age and they also find difficulty in retelling stories. By the time that they are seven, few pupils are able to use a wide range of strategies effectively to determine unfamiliar words, including the use of phonics. Pupils who are aged seven to eleven are limited in their ability to recount stories, express preferences in reading matter and talk in an informed way about famous authors. To improve the pupils' reading skills, the school has timetabled guided reading sessions

outside the literacy hour. There is also an emphasis in mathematics and science lessons on reinforcing subject specific vocabulary in a visual manner, to enable pupils to make progress in learning new words. The library facilities are outstanding and provide a very stimulating environment for pupils to gain an enjoyment of reading. Each class has a weekly session in the library, during which they are taught how to use it in an effective way. Classrooms provide word-rich environments, with displays in all subjects being used effectively to challenge and develop the children's reading skills.

5 Standards are below average in writing, but most pupils make good progress as they pass through the school. Many pupils aged five to seven need a lot of support to write a sequence of sentences and punctuate them accurately, with simple words spelled correctly. However, the school has worked hard to improve standards over the last two years and pupils are now beginning to use an interesting range of vocabulary and to show an awareness of the reader in their story writing. There is also an emphasis on developing the story-writing skills of pupils aged seven to eleven, and they are now making good progress in learning how characters and events in stories can be influenced by settings. The teaching of basic skills is good and, in most classes, there are high expectations of pupils' handwriting and presentation. The teamwork of the adults in lessons means that all pupils have a high percentage of direct teaching and, as a result, have a good work rate and make good progress in learning new skills. The pupils have targets in writing and when they have achieved them, are involved in setting new ones, so that they know what they need to do next to improve. The marking of pupils' work is positive, with constructive and encouraging comments, and is beginning to inform them how to improve their writing.

6 The pupils can use their literacy skills to enhance other subjects, as was seen in a history lesson for pupils in Year 5 when they were using their research skills to find out about life in Victorian Britain.

7 Pupils throughout the school are making good progress in developing their recall of number facts and in mental manipulation of number. They are increasingly becoming adept at using correct terminology when explaining their methods of performing mental calculations. However, pupils presently in Year 6 have below average levels of skill in written calculations and only a few reach the required standards in mental calculations. Pupils are able to use and apply their numeracy skills in other subjects, particularly in science, for example: use of co-ordinates in geography; shape patterning in art; mortality tables in history and data collection in religious education. Such examples and reference to pupil attendances within assemblies, expressed as percentages and in graphical form, bring additional 'real life' relevance to pupils' learning in mathematics.

8 In science, standards are well below average and the school is seeking to improve matters by having a 'Science Year' to raise the profile of the subject, and by improving setting arrangements for older pupils. Standards are below average in ICT, but pupils' achieve well in relation to their prior attainment. There is appropriate use made of ICT by teachers to support pupils writing, and they show satisfactory skills in using computers to word-process their stories and poems.

9 In most other subjects, standards are below average, mainly as a result of the pupils' poor literacy skills hindering their ability to effectively communicate their findings, or to understand some of the ideas being discussed. However, in design and technology and music, it is because provision in the subjects does not meet the requirements of the National Curriculum, resulting in important aspects not being covered.

10 There is exceptional provision for children to develop their English language acquisition and this results in them making very good progress in this aspect of their learning. There are very good systems in place to support children with special educational needs, which enable them to make effective progress towards the targets in their individual education plans. Pupils who are gifted and talented are also able to work to their full potential, through support provided by the 'Excellence in Cities' initiative.

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

11 Very good relationships exist between pupils and adults in the school and there are examples where relationships are excellent. Pupils' attitudes to work and their personal development are very good. Behaviour is good, and there are instances where it is exemplary. These are significant strengths that make a very positive contribution to creating a very good atmosphere for learning and as a result the progress that pupils make.

12 Virtually every pupil is eager to learn and very keen to participate in all the activities offered. They confirm they enjoy their lessons and the additional activities that are offered. Pupils have a 'thirst for knowledge'; these positive attitudes to learning are underpinned by the very good relationships that are a feature of the school. Pupils generally listen well to their teachers and because of this they are clear about what they are to do next. They try hard with their work and persevere with their tasks, for example, when trying to locate on maps, Bradford in relation to Blackpool. Pupils often work enthusiastically and are very keen to succeed such as when trying to improve their ball and racket skills during a physical education lesson. There are occasions, however, when pupils lose interest and find difficulty concentrating on their work. These instances are usually when the work set or the pace of the lesson is not well matched to pupils' needs.

13 In classrooms, and when moving around the school building, the vast majority of pupils behave well. There are occasions when behaviour in lessons is excellent; this is because relationships are very secure, there is a very high level of mutual respect, and activities are also very interesting and demanding of all pupils. During assemblies pupils' behaviour and attitudes are consistently very good and on occasions excellent. During the celebration assembly, even though the hall was hot, and pupils were seated very closely together for some length of time, excellent behaviour and attitudes were maintained. Pupils know the school conventions and the overwhelming majority try hard to live up to them. For example, they play games or stand and talk in small groups in the playground before school starts. They line up and then go and hang their coats up sensibly in the cloakrooms before entering the classrooms. Pupils are polite and friendly and keen to talk to and take an interest in what visitors have to say to them. In other areas of the school, for example the dining hall at lunchtime or outside on the playground, behaviour is also good.

14 Relationships between teachers and pupils and amongst pupils themselves are very good and occasionally excellent. They are based on mutual trust and respect. Pupils say that all teachers who work in the school are approachable and this gives them the confidence to seek help when they need it. Records show that instances of bullying or racism are very rare and pupils confirm this. Pupils express confidence that if any incidents occur, teachers would deal them with promptly and effectively. There was one exclusion during the year prior to the inspection and the school's arrangements to deal with such isolated incidents are very effective. Because of the school's exceptional ethos and the very good arrangements for social, moral and cultural development, pupils are skilfully encouraged to develop acceptance and understanding of each other. Because of this, racial harmony exists throughout the school and the overwhelming majority of pupils play and socialise together very well.

15 Overall pupils' personal development is very good; they are developing a sense of responsibility and learning to show initiative. The overwhelming majority of pupils co-operate together very well, both in groups and pairs in their lessons and outside whilst at play. They are learning to share and support each other, for example during an ICT lesson using a screen turtle there was much mutual help and support for each other. Older pupils, and in some instances younger pupils, are willing to express their views in front of their peers. For example, older pupils confidently read out the statements they had prepared during a literacy lesson. Pupils are given the opportunity to develop



independent study skills. They have regular opportunities to use the library and are encouraged to, and take the opportunity to select their own books. Pupils respond very well to the opportunities provided for them to take progressively more responsibility as they move through the school; they carry out the duties as monitors and representatives of the school council sensibly and in a mature way.

16 Despite the school's very best efforts, attendance is well below the national average. Unauthorised absence is above national figures but has reduced over the past year. Attendance figures are lower than would normally be expected for primary schools, but for two main reasons. The attendance of pupils in the Reception classes is, overall, much lower than those of other year groups. There are also large numbers of families, across all year groups, who take their children out of school for extended family holidays to the sub-continent. The number of families taking this extended holiday has, however, reduced over the last 18 months because the school rigidly applies its policy in respect of the time allowed away from school for these visits, and also because the school is raising parents' awareness that the prolonged absence of their children from school interrupts the continuity of their learning and the progress they make. Despite regular reminders to parents, a small number of pupils frequently arrive late at the start of the school day. This puts pupils at a disadvantage because they often miss the introduction to their lessons.

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

17 Overall, the quality of teaching is very good. In 23 per cent of lessons teaching is satisfactory. In 29 per cent of lessons teaching is good, in 37 per cent it is very good and in 5 per cent it is excellent. This represents an impressive amount of high quality teaching. Unsatisfactory teaching was seen in just five per cent of lessons.

18 Teaching in the Foundation Stage is very good. There is a dedicated team of staff who have high expectations of the children. Lessons, activities and areas of learning are very well planned and continuous assessment ensures that children work rapidly through the stepping stones towards the Early Learning Goals. Teaching of communication, language and literacy, mathematical development, personal, social and emotional and creative development is very good. Children quickly settle into the school and staff develop a language and numeracy-rich environment. The children are given many opportunities to develop their creativity, particularly through music making. Teaching of the knowledge and understanding of the world is good. Opportunities are taken to observe the life cycle of the frog and to learn about growth and change in humans. Teaching of physical education is effective but there are areas for development within this area. Staff need to be more aware of the importance of very good discipline and listening in hall environments. More opportunities should be provided for the development of gross motor skills, particularly in the outside environment.

19 Overall, in Years 1 and 2 (Key Stage 1) teaching is good. Teaching is good in English, science, art, history, geography, religious education and ICT, and is very good in mathematics. Teaching in music and physical education is satisfactory.

20 Teaching in Years 3 to 6 (Key Stage 2) is very good overall. Teaching is very good in English, mathematics, science and ICT. Teaching is good in religious education, art, history and geography. It is satisfactory in music and physical education.

21 Insufficient lessons were observed during the inspection week to enable secure judgements to be made about the quality of teaching in design and technology in Key Stages 1 and 2.

22 In the vast majority of lessons, pupils' behaviour is managed very effectively and pupils respond very co-operatively as a result of the very productive relationships and high levels of mutual respect

between staff and pupils. Lesson planning is very good and clearly shows how the different needs of pupils will be met. Plans also indicate the new vocabulary and intended learning outcomes that will be achieved during the lesson. Teachers take care to share these objectives with their pupils. These objectives and new words are usually revisited during the summary phase of the lesson to reiterate the key learning points made earlier and to enable pupils to become more self-aware of their learning. This approach is adopted across all subjects, but it is especially prevalent in the English and mathematics lessons and reflects the highly successful manner with which the school has implemented the National Literacy and Numeracy Strategies. The basic skills of literacy, numeracy and ICT are taught very well, and, as a result, pupils of all levels of prior attainment make very good progress in their learning. The teachers' very good delivery of the National Literacy and Numeracy Strategies is enabling pupils to make very good gains in English and mathematics.

23 Teachers and support staff work in close partnership to present a consistent and supportive ethos in classrooms. This high quality teamwork is the most significant feature of successful teaching and learning. Staff make very good use of teaching and learning resources, for example when using laminated word cards to extend pupils' vocabulary. Equally the availability of good quality resources, such as individual whiteboards, promotes the full involvement of pupils when they are called upon to respond to teachers' questions, for example, in English and mathematics lessons. In all subjects, apart from physical education, teachers make very good use of time, such that lessons proceed at a brisk pace and pupils' rate of learning and motivation are sustained. However, in some lessons, where teaching is unsatisfactory, for example in physical education and music, a slow pace of learning occurred as a result of ineffective class management and organisation.

24 By contrast, lessons where teaching is excellent are characterised by outstanding relationships, high expectations and enthusiastic teaching that inspire pupils and result in remarkable gains in learning. Such examples occurred in a mathematics and a physical education lesson, both in Year 6, and in two English lessons, one in a Reception class and one in Year 4.

25 Teachers' own evaluation of their lessons allied to good systems of assessing, recording and checking individual pupil progress in English, mathematics and science are used effectively to plan future work. This means that teachers are able to present work at levels that are appropriately matched to pupils' prior attainment and therefore enables them to build on what they already can do, know and understand. The school recognises the need to introduce simple but effective systems of record keeping for all subjects.

26 Teaching is very good for pupils with special educational needs. Lesson planning reflects the fact that teachers, support staff and learning mentors have a high level of awareness of the needs of pupils. Staff respond sensitively and appropriately to the needs of all pupils including high attainers and those who are gifted and talented. Learning mentors make an outstanding contribution to the academic and social development of targeted pupils.

27 Homework is set appropriately in line with the school policy and supplements work done in school, thus making a good contribution to pupils' learning.

28 The headteacher endeavours to work to the strengths of individual teachers such that where teachers have particularly strong subject expertise it is used across other classes in the school. This deployment strategy is working well in boosting pupils' learning, especially in English, mathematics, science, art and geography. It is used less extensively but effectively in history and, to a limited extent, in physical education.

29 The school recognises the need to continue to develop teacher's expertise and confidence to teach design and technology, physical education and music and plans to share the very good practice that exists currently in school in order to achieve this objective.

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

30 The quality and range of learning opportunities offered to pupils, throughout the school, are very good. In the Nursery and Reception classes, there is a strong emphasis on promoting their language and their personal, social and emotional development. This is important, as most children start school with little or no English, and this emphasis allows them to gain confidence and quickly settle into everyday routines. The teachers and other adults provide a stimulating learning environment for these children, enabling them to make very good academic progress and be well prepared for the Programmes of Study of the National Curriculum, as they enter Year 1. Pupils aged five to eleven are provided with an exciting and relevant curriculum, though it lacks balance, as it does not meet National Curriculum requirements in design and technology and some aspects of music. The National Literacy and Numeracy Strategies are being very successfully implemented, which has been an important factor in the improvement in standards in English and mathematics since the last inspection. The improvement in planning in these two subjects means there are many opportunities for the skills learned in literacy and numeracy lessons to be used to enhance learning in other curriculum areas. There has been much improved provision for ICT, with the school now having two computer suites, which can be used for whole class teaching of ICT skills. There is specialist teaching in science and art in designated and well-stocked rooms, that supports good quality learning in these subjects. The demands of the locally agreed syllabus for religious education are fully met. The curriculum is also enriched by the school's involvement in national and local initiatives, which has enabled the school to provide further significant learning opportunities for its pupils and has had a positive effect on standards. This is exemplified by the way that the 'Excellence in Cities' project has been used to fund two learning mentors to work with pupils who are identified as being gifted and talented. Other funding has been used to employ staff to provide Additional Literacy Support, Early Literacy Support, New to English teaching and a Better Reading Partnership. All of these play a very significant role in supporting pupils in their language acquisition, so that they may learn and be taught in an effective way.

31 There is very good provision for the pupils' personal, social and health education, with many opportunities for them to relate to others, in and out of school, in a variety of situations. They are encouraged to work collaboratively, in pairs and small groups, as well as taking turns to share equipment fairly. This provision is enhanced by a wide range of extra-curricular activities and educational visits, during which they learn social skills, such as working together and caring for others. The pupils are helped to develop good attitudes towards healthy eating and learn about how medicines are drugs that can be helpful, but are dangerous when misused. The school provides for sex education, with the help of the school nurse, in a sensitive and supportive manner. The pupils are able to take on a variety of responsibilities and this has a positive effect on their personal development. A good example of this is the way that pupils can be elected onto the school council, whose responsibilities include putting over the views as to how school life can be improved. All classes have weekly circle time activities, in which they sit in a circle with their teacher to talk about any worries they might have and issues such as the importance of caring for others. The school is using these sessions as a way of improving the pupils' speaking and listening skills, as was seen to good effect in a lesson for pupils in Year 2, when they were talking about how to be a good friend.

32 The school is very successful in ensuring that all pupils have equal access to the curriculum, with equality of opportunity being implicit in all of its work. The very good examples set by all staff is fundamental to this provision, with everyone being treated with mutual respect. There is outstanding provision for pupils to develop their English language acquisition and this results in them making very good progress in this aspect of their learning. Very good systems are in place to support pupils with special educational needs, which enable them to make effective progress towards the targets in their individual education plans. Pupils who are gifted and talented are identified at an early stage, so that they

can be set challenging work that enables them to work to their full potential. The school has been successful in improving planning procedures since the appointment of the present headteacher, especially in English and mathematics, so that activities are based on the national literacy and numeracy planning frameworks to ensure continuity and progression of learning. There is a carefully devised long-term curriculum map, to ensure consistency in development. The medium-term planning is well thought out, so that those pupils in parallel classes are given the same learning experiences. These planning procedures provide teachers with effective information about the key learning objectives and skills to be taught, so that they are able to give work that effectively builds on pupils' prior learning.

33 The provision for extra-curricular activities, including educational visits, is very good and is enhanced by the work of the learning mentors. There is a host of sporting opportunities for pupils to take part in, and a partnership has been made with Sportsweb to deliver out of hours coaching. The school gives all pupils opportunities to take part in a wide variety of visits that enrich the curriculum by providing further significant learning experiences. There is good use made of nearby places of educational interest, such as the Alhambra Theatre in Bradford and the National Railway Museum in York. Pupils are able to attend a breakfast club that is aimed at developing their personal and social skills, and a homework club for improving key skills. Effective use is made of the immediate surroundings of the school to develop pupils' learning in science, history and geography. The school arranges for many visitors to come to school to work with pupils to extend their skills across a range of areas, including storytellers, artists, musicians, and drama groups.

34 Very good links with the community make a strong contribution to pupils' learning. There are visits from skilled leaders from the Interfaith Centre to work with pupils to support their spiritual development. The school nurse and dentist make regular visits to help pupils to develop a healthy lifestyle and representatives from the local police and fire services talk to pupils to help develop their understanding about a range of issues, including the dangers of the misuse of fire. There are opportunities for pupils to raise money for a variety of local and national charities, including the 'The Afghanistan Appeal', 'Whizz Kids' and 'Water Aid'. As a result of being involved in these activities, they gain a good understanding of the needs of others. There are also effective links with the partner secondary schools, with staff working closely together to ensure that the pupils are well prepared for when they transfer to those schools. Students from Trinity and All Saints College in Leeds come into school to work with pupils to extend their learning.

### **Provision for pupils' spiritual, moral, social and cultural development**

35 Very good provision is made for pupils' spiritual, moral, social and cultural development. This area is a significant strength of the school because the provision greatly enriches the quality of the school's life as a community and helps all pupils to develop positive attitudes, a sense of responsibility and high self-esteem and confidence. This very good provision makes a very strong contribution to pupils' achievement, underpinning the school's exceptional ethos for learning. Parents, who speak very highly of this aspect of the school's work, confirm these findings. They say, overwhelmingly, the school is helping their children to become mature and responsible.

36 The school provides very good opportunities for pupils' spiritual development. There are well-planned opportunities for pupils to reflect upon this dimension in their daily lives. For example, pupils reflect upon significant events in the lives of notable people such as Marie Curie and Harriet Tubman. Examples of pupils' work for example 'petrifying poems' and 'ghostly poetry' is very evocative and develop a less tangible spiritual awareness. Collective worship (assemblies) is well planned and links well to the religious education and elements of the personal, social and health programme. Pupils are provided with many opportunities to consider moral issues and to gain an understanding of religious beliefs other than their own. Opportunities are provided for pupils to reflect, when the candle is lit and,

the lights dimmed, and their 'thinking time' starts, how the themes of assemblies might apply to their own lives. Assemblies make a good contribution to children's personal development, because of the opportunities provided for them to participate, especially 37 during the celebration assembly when pupils receive a wide range of awards. These occasions demonstrate how significantly the school values all achievements, no matter how small. The thought for the day also effectively builds upon assembly themes. Faith assemblies make a very significant contribution to pupils' spiritual and moral development because they provide opportunities for themes and prayer developed through pupils' own cultural heritage and religious beliefs. The school places a great deal of emphasis on developing pupils' awareness of self-worth. A very good example of this is the way pupils' writing is valued. Writing is attractively displayed on walls and often carefully bound in books. Further opportunities for children's spiritual development are provided by well-planned visits to places of interest such as a nearby science museum. Pupils' describe, with amazement, how they enjoyed the 'hands on' experiences such as creating light refraction and sound waves.

38 Pupils' very good moral development is consistently and positively fostered throughout the school's work. All staff provide very good role models for both genders. They highly value pupils in their care and acknowledge, praise and celebrate their efforts and achievements. Class rules and their consequences are well understood by pupils and the overwhelming majority have a great respect for each other and adults both inside the school and in the playground. This is shown by examples of pupils opening doors for adults and the very good relationships that exist with members of the lunchtime staff. The school places high priority on promoting an understanding of the difference between right and wrong, successfully raising awareness that an individual's behaviour impacts on others. In lessons such as physical education pupils are encouraged to devise their own rules and to be honest with their partners if the ball should go out of play; the vast majority do so. Further opportunities for moral development are planned within the curriculum, for example in history when pupils consider the harshness of life for the poor during Victorian times or the punishments used during Tudor times. The emphasis on promoting racial harmony and acceptance of others' values and beliefs is unobtrusive, but very effective. A significant factor in the success of this aspect of the school's work is that all pupils are valued as individuals and there is equality for all within the school. Pupils are very aware of those less fortunate than themselves. An example of this is the work carried out by a group of Year 6 pupils with a pupil who is confined to a wheelchair. Their *Power Point* presentation demonstrated a very good awareness that they had learnt all people are equal and should be treated no differently from others. Pupils also raise significant amounts of money for charity and were presented during an assembly with an award of appreciation for their outstanding fund raising.

39 Very good provision is made for pupils' social development. The learning mentors make an exceptional contribution to the social development of the pupils they work with. The relationships they have established with these groups of pupils are excellent; the overwhelming majority of pupils say they hold them in high regard, enjoy all the activities offered and are very eager to please and co-operate with them. Because of this the confidence and attitudes of these pupils increase and as a result the standards they achieve. Very good relationships underpin all of the school's work. They are based on mutual trust and respect between all staff and pupils. Considerable emphasis is placed on the notion of teamwork, the staff team, the class team and the whole school team. Pupils are very aware of this 'team spirit' and are effectively developing the values of co-operation, sharing and helping each. All pupils, whatever their social background or cultural heritage, are fully integrated into the life of the school. From the Nursery class onwards pupils are encouraged to take responsibility for different tasks, such as taking the register or holding the doors open for the class to leave. During person, health and social education lessons circle time is generally well used; in the best examples it makes a significant contribution to developing pupils' self-confidence and esteem as well as their listening skills. The school council provides pupils with the opportunity to debate issues of relevance to their school, such as the development of the playground and surrounding environment, and to seek and share with

others the opinions of their class groups. They contribute willingly to the debate and are keen to represent the views of their peers. Extra-curricular activities and class visits to places of interest also help to develop pupils' social skills and confidence; pupils speak with much enthusiasm about the visits they have made.

40 The arrangements for pupils' cultural development are very good. The school celebrates the richness and diversity of both pupils' and teachers' cultural heritage. For example, festivals such as Christian Christmas, the Chinese New Year and Eid are given equal attention. Displays of pupils' work, commercially produced posters, photographs and welcome signs all reflect the cultural background and languages of the pupils. Pupils are gaining a growing awareness of the local heritage of the area in which they and their families now live. They are very aware of the heritage and background of Margaret McMillan, after whom the school is named. Through the study of famous artists, such as Van Gogh, and the opportunity to experience art through differing mediums such as still life images and self-portraits, pupils are gaining an appreciation of the culture of art and imagery. Pupils vote for their top ten composers whose music is then played during assembly; this contributes to their appreciation of music. Pupils also make visits to places of worship, both Christian and Muslim, and a range of visitors including musicians, artists and theatre companies enrich aspects of pupils' curricular provision.

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

41 There are a great many strengths in the school's overall care of the pupils. The school's exceptional ethos and the very good provision for the social and moral development of the pupils underpin the arrangements. Teachers' day-to-day care and knowledge of pupils are excellent. They provide a very caring and friendly atmosphere in which pupils can work confidently. Pupils who say they feel safe and secure in school and confident that they can ask their teachers for help and guidance confirm this. Parents who indicate their children like attending school and that teachers know their children well also confirm it.

42 Child protection procedures are very good and clearly understood by all staff. Any concerns about pupils in their care are dealt with very sensitively. Teachers adopt safe practice in their day-to-day work, for example they ensure that pupils are suitably changed for physical education and they handle science equipment with care. Regular health and safety tours are carried out and the governing body keeps an appropriate overview of this area. The school has very good systems relating to pupils medical and welfare needs, including first aid arrangements. The home/school liaison officer makes a very valuable contribution to this aspect of the school's work because, if a pupil is unwell, she is able to talk to both pupil and parents in their community language to offer help and reassurance. There are very good arrangements for the supervision of pupils both before school and at break and lunchtime. Despite the large numbers of pupils who need to be catered for in the dining hall, arrangements run smoothly. The-mid day supervisors ensure that lunchtimes are friendly occasions.

43 Very good systems to ensure pupils' good behaviour and to deal with any form of bullying or racism are inherent in school practice. Pupils understand the need for punishment to be used; they say it is firm but fair. Appropriate behaviour, effort and achievement are given a very high profile and regularly rewarded. Pupils indicate they value these rewards, especially the celebration assembly, but more than anything the 'whole school treat' which they are very clear they have to earn by living up to the school's high expectations. Systems are in place to deal with any form of bullying or racism. Pupils confirm they are effective, and that incidents rarely occur. Pupils who sometimes have difficulty controlling their behaviour, or who are in danger of becoming disinterested with school, are very well

supported by the learning mentors. This enables these pupils to make gains in their learning which, without this intervention, they might not do.

44 Systems to promote and monitor regular attendance and punctuality are very good. A very wide range of strategies is used to encourage parents to ensure their children attend school regularly; these are very effective for the majority of pupils. The home/school liaison officer and both learning mentors all make a very valuable contribution to finding out why pupils are not at school, often with significant results. There is a great deal of competition for the weekly attendance cup, given to the class with the highest attendance during the week. Extended family holiday to the sub-continent is carefully monitored and the school rigorously applies its policy in respect of this. As a result the vast majority of parents now ensure they return within the permitted 20 day period. The school is very aware, because of its monitoring arrangements, that the attendance of reception children is not as high as it should be and has acknowledged the need to improve this.

45 Arrangements to monitor and promote pupils' personal development are very good. Teachers keep detailed records about pupils and share information with each other at the end of the year. This ensures the new class teacher has specific knowledge about the pupils that they are about to teach; it also ensures that a picture of each individual pupil is built up as they move through the school. Great emphasis is placed on ensuring pupils gain confidence and self-esteem during their time at school. There are many planned opportunities for this, such as group work in lessons, extra-curricular activities, school visits, and the range of responsibilities on offer to pupils, that increase in complexity as they grow older. The breakfast and homework clubs, and out of school activities, organised by the learning mentors, also provide valuable opportunities for pupils to develop a sense of team spirit, confidence in their abilities and study skills. Pupils confirm; this, they speak very highly of the benefits they have gained, such as the chance to complete homework in a quiet atmosphere and the opportunity to develop skills playing badminton or table tennis.

46 Since the appointment of the present headteacher, the school has developed very good procedures for monitoring pupils' academic performance and the progress that they make as they pass through the school. This whole school system of assessment and record keeping is used effectively to decide pupils' levels of attainment and set targets for improvement, especially in English and mathematics. The school recognises the need to expand these record-keeping procedures to incorporate subjects not already covered. There are very effective procedures in place to analyse the statutory test results to identify areas of weakness and then set manageable targets for improvement for groups and individual pupils. This has resulted in the school revising its grouping and setting arrangements in mathematics and science, to improve standards. Teachers use assessment information successfully, to evaluate pupils' performance on a day-to-day basis, so that they can plan future work accordingly. There is also good use made of assessment information for pupils with special educational needs, to plan future work. The information from the initial assessments when children start school is used very effectively to plan learning experiences in the Nursery and Reception classes. There are good systems in place to monitor the achievements of different groups of pupils, which means that the school is effective in meeting the needs of pupils of different abilities.

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

47 Slightly over 80 per cent of the Parents' Questionnaires were returned, with responses indicating very strong support for the school and its work. There was a high attendance at the pre inspection meeting with parents, with very positive views expressed. Parents clearly hold the school in exceptionally high regard. They confirm that the new headteacher, together with her deputy, has improved many aspects of the school.



48 There are very good relationships between parents and the school. Parents confirm that in particular the headteacher and her deputy are willing to listen to suggestions or concerns and that appropriate action is taken when required. There are many informal opportunities at the end of the school day for parents to meet with teachers, particularly of younger pupils. This means that both celebrations and concerns can be shared. Communication with parents of older pupils is usually via the homework diary; this is usually effective. However, the home/school liaison officer is always available if teachers wish to contact parents; she can provide useful translation into the parents' community language. In many different ways she provides an exceptionally good link with parents, enhanced because of her good local knowledge. Although, other than in the Nursery, there are no parents who help in school, parents show their support in other ways. There is virtually always good and sometimes very good attendance at the many information events that are regularly held, such as to discuss pupils' progress, the school's reading programmes, National Curriculum tests or the gifted and talented project. Written comments in reports show that the home/school reading partnership is successful and pupils make progress in their reading as a result of the support they receive from home. There is no fund-raising association but parents and other members of the school community give very good support to the annual summer bazaar. Funds raised have been used to purchase playground equipment for use at lunchtime, and books.

49 The school regularly seeks the views of parents who attend the annual meeting with the governors. The school acts on suggestions made and has altered a number of its practices as a result. For example, parents are now informed, at an earlier stage, if their children's behaviour is giving cause for concern; the timing and schedule of the National Curriculum tests information evenings has also been altered to enable more parents to attend. The school has plans to consult more widely with parents in the future. All parents were consulted about the contents of the home/school agreement and their suggestions were incorporated into a final document that is well thought out and reflects very clearly the school's aims.

50 Very good information is provided for parents and they value this. Letters, booklets and presentations, for example in displays and noticeboards, are of very high quality. The prospectus and governors' annual report to parents are very impressive documents and contain all the information they should. These, together with curriculum events, a very good flow of day-to-day information and regular newsletters, ensure that parents are kept well informed about school life and what their children will learn. Annual reports to parents about their children's progress have a number of strengths. There is a very good overview about the progress made in personal development and comments are individual to each pupil. The majority of reports contain clear statements about what children know and can do and what they need to do to improve in English, mathematics and science. However, the comments in the foundation subjects are sometimes less well focused and on occasions are confined to topics covered and children's attitude to work.

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

51 Margaret McMillan Primary School has recently been through a considerable period of change. Besides the transformation from a first to a primary school and the move to new buildings, the area surrounding the school was, in the quite recent past, the centre of demonstration and social unrest. It is to the considerable credit of the school and its managers that it has come through this period having made very good improvements and providing a very secure and caring environment for its pupils. Parents and the community think very highly of the school, its headteacher and its staff. The response to the parents' questionnaire was considerable with a return rate of over 80 per cent and was very positive, clearly confirming the high regard that the school is held in by parents.

52 The leadership and management of the headteacher and key staff are outstanding. The headteacher leads by example. Management is an area with many exceptional strengths and is clearly the major reason that the school has made such significant progress and why it is held in such high regard by parents. The teamwork between the head, deputy headteacher, senior management and staff is one of the significant factors in the school's recent improvement. The high quality of leadership, teamwork, the sense of community and the commitment of all staff ensure that the school is exceptionally successful in meeting its stated aims. The school has great strength in its approach to inclusive education, equality of opportunity and fairness. Inclusion permeates all areas and policies of the school and is a key facet of the management and structure of the school.

53 The headteacher and senior managers have a very good understanding of the inter-relationship and workings of all the initiatives that are so important to raising achievement, for example the work of the learning mentors, funded through 'Excellence in Cities', and plan for and use such initiatives very effectively to raise standards across the school. The monitoring and evaluation of all aspects of performance are thorough and management is very effective in bringing about change based on very good analysis and planning.

54 The governing body is very knowledgeable about the school and plays a significant role in shaping its future direction and is determined, together with the headteacher, to further improve standards and children's levels of achievement. Governors have a very good understanding of the school's strengths and areas for development and especially of the school context and the difficulties facing it and the surrounding area. They play a significant role in shaping the school's future development. They do not, however, currently ensure that all statutory requirements are met with regard to design and technology and music. The governor's committee structure is very effective and through this they have a detailed and very thorough understanding of the workings of the school. A very good example of this is the working of the finance committee.

55 The school makes very good strategic use of its available resources, including the additional funding for pupils for whom English is an additional language and for special needs. The use of these various sources of funding contributes greatly to very good pupil achievement. Decisions made in setting the budget are appropriately taken in relation to the educational priorities, for example, in providing ICT suites, library etc. The school budget is closely monitored. The school's use of ICT for day-to-day administration is very good and the efficiency of office and support staff is excellent.

56 The school is well staffed with a very good level of very effective support staff working very successfully with teachers to the considerable benefit of pupils. Staffing is very well managed and leadership ensures that there is a shared understanding of the school's aims and ethos. The provision of staffing and associated finance is well managed and far sighted; for example, specialist teachers working in science and art are clearly raising standards in these areas.

57 There is excellent internal accommodation, very well maintained and with a high level of very good display. The school is very well resourced overall and has two very high quality ICT suites and an excellent library. The principles of best value are well applied to all aspects of school life.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

58

- Improve standards in the core subjects of English, mathematics and science. (paragraphs 1, 96, 103, 120)
- Improve the coverage of the National Curriculum in design technology and music and the co-ordination of these subjects in order to raise standards. (paragraphs 30, 134, 146, 147)

The school is aware of these issues and has already planned to address them. For example, improving standards has been one of the key areas for development for some time.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	25

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	29	23	18	4	0	0
Percentage	5	37	29	23	5	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	39	460
Number of full-time pupils known to be eligible for free school meals		164

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	3	96

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	495

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	49
Pupils who left the school other than at the usual time of leaving	33

### *Attendance*

**Authorised absence**

%
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**Unauthorised absence**

%
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School data	5.8
National comparative data	5.6

School data	1.2
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	36	25	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	31	32
	Girls	22	23	23
	Total	48	54	55
Percentage of pupils at NC level 2 or above	School	79 (73)	89 (81)	90 (76)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	24	31
	Girls	23	22	23
	Total	49	46	54
Percentage of pupils at NC level 2 or above	School	80 (79)	75 (81)	89 (84)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	27	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	13	19
	Girls	17	10	12
	Total	36	23	31
Percentage of pupils at NC level 4 or above	School	61 (n/a)	39 (n/a)	53 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	17	15
	Girls	12	12	9
	Total	22	29	24
Percentage of pupils at NC level 4 or above	School	37 (n/a)	49 (n/a)	41 (n/a)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	7
Pakistani	370
Bangladeshi	0
Chinese	0
White	6
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	1	0
Bangladeshi	0	0
Chinese	0	0
White	0	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 – Y7**

Total number of qualified teachers (FTE)	22.4
Number of pupils per qualified teacher	23.7
Average class size	28.8

#### **Education support staff: YR – Y7**

Total number of education support staff	41
Total aggregate hours worked per week	973

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	3
Total aggregate hours worked per week	93
Number of pupils per FTE adult	9.8

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000
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	£
Total income	1063386
Total expenditure	950856
Expenditure per pupil	1933
Balance brought forward from previous year	62595
Balance carried forward to next year	175125

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	14
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	499
Number of questionnaires returned	401

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	2	0	0
My child is making good progress in school.	55	39	4	1	0
Behaviour in the school is good.	61	33	3	1	2
My child gets the right amount of work to do at home.	53	36	5	3	2
The teaching is good.	66	27	4	0	3
I am kept well informed about how my child is getting on.	54	35	7	1	3
I would feel comfortable about approaching the school with questions or a problem.	58	31	4	2	5
The school expects my child to work hard and achieve his or her best.	69	29	5	1	2
The school works closely with parents.	54	36	6	1	3
The school is well led and managed.	60	29	5	1	6
The school is helping my child become mature and responsible.	59	33	5	1	2
The school provides an interesting range of activities outside lessons.	57	28	6	2	7

## **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**

59 Children enter the Foundation Stage at generally very low standards of attainment for many areas of learning compared to national expectations. Although many children's attainment remains within the earlier stepping stones leading to the Early Learning Goals, very good teaching overall results in very good progress across the Foundation Stage.

60 Most of the children use English as an additional language and their skills in communication, language and literacy sometimes reach levels of competency in English which allow them to make themselves well understood, talk about what they are doing and to read and write by the beginning of Year 1. Overall, standards of attainment in this area are well below national expectations but most children are able to access the curriculum and to use language to develop other areas of learning.

61 Thorough assessment of individual needs and progress ensures that children fulfil their potential. By the end of the Foundation Stage most children reach standards that are below expectations in all other areas of learning but they have made rapid progress.

62 Teaching overall is very good and is never less than sound. At times it is excellent.

63 The Foundation Stage is a warm, caring environment. It is very well staffed by dedicated personnel who have high expectations of all the children. All learning is very well planned and, although roles are clearly defined, staff work very well as a team. A shared role-play and carpeted area outside all three classes is well used and there is a developing ethos of shared learning across the Foundation Stage.

64 The children's attitude to school is very good and they are usually well behaved. When one child was asked what he liked doing best he answered "everything". They love to learn. The children are used to visitors and they are friendly but some children, particularly in the Nursery, are at an early stage of English acquisition and have only a slight command of the language. There are, however, bi-lingual staff available to help with communication and understanding.

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

65 Children start school at standards of attainment that are well below national expectations. They usually attend the nursery on a part-time basis and few start reception classes from other pre-school establishments or from home. For many this will be the first time they have been away from their home and within an English-speaking environment. The school provides very good care and has good links with parents through home visits and bi-lingual staff. This leads to very good progress. By the time the children reach Year 1 they are very well settled in school and are developing self-confidence. Standards of attainment by this time are generally below national expectations but a number of children have reached the Early Learning Goals in some aspects.

66 Teaching of this area of learning is very good. Very good relationships and expectations and a consistent approach to routines result in very good learning. The children are shown respect and they learn to respect each other.

In the nursery a group of children playing at parties in the home corner were happy to invite guests to join them. Throughout the key stage children are taught to develop independence. They are learning routines such as lining up or putting things away. They take turns fairly within groups and learn to share. In all classes children are given the opportunity to choose and make decisions.

67 By the time they are in the reception classes most children can work independently and with some persistence. Some children still find it a little hard to listen well but positive attitudes and support of staff reinforce correct behaviour. Children are not always able to express their feelings although they are given appropriate vocabulary and experiences to develop this skill. They are taught to think about themselves and others and to appreciate other people and their environment. When asked about what makes him happy one nursery child answered that a rainbow made him happy.

68 Staff work hard to develop the children's sense of community and their respect for other cultures and religions. A wide variety of music is played during snack time in the nursery and books from many cultures are available. The songs chosen for singing, such as 'The small world', reflect the value placed on communities. Most of the children demonstrate care of their environment.

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

69 Almost all children start school at a very early stage of English acquisition and are at standards of attainment that are very low against national expectations for this age. By the end of the Foundation Stage standards are well below national expectations but the children make very good progress.

70 In the nursery a few English-speaking children talk with confidence about books and their activities. However, the majority of the children have English as an additional language. They sometimes play using their home language but are often quietly playing with little or no communication. By the time they reach the reception classes most children are able to use English to communicate in a variety of situations.

71 Teaching within this area is almost always very good and sometimes it is excellent. The rapid progress made from a very low starting point is the result of excellent teamwork and the understanding of language development. All lessons are very well planned and children's progress is continuously monitored. Every opportunity is taken to develop communication skills, within every area of learning.

72 There are opportunities provided for role-play activities in the shop, the three bears' cottage and a café. Writing tables are provided and literacy lessons ensure that basic skills of reading, writing, spelling and handwriting are taught. Speaking and listening are seen as prime importance in the development of this area of learning. For example, children in the nursery were encouraged to describe their apples and given appropriate vocabulary such as 'juicy' and 'crunchy'. All members of staff are very good language models and ensure that speech is clear. A baking activity helped children to learn English whilst involved in the 'pouring', 'mixing' and 'weighing' of ingredients. When children have reached an appropriate level of language development staff use more open questioning to develop their thinking skills and command of English.

73 In the reception classes, children are offered a structured literacy lesson and in the nursery they are provided with structured group sessions for story, phonics or handwriting. In an excellent reception class lesson, the teacher's excellent subject knowledge and very high expectations challenged the children to achieve above expectations. The lesson was brisk and resources very well prepared.

74 Some children were successful in writing their news about Eid using a news plan framework whilst others sequenced their pictures and wrote key words. All children are encouraged to talk about their news.

75 All classes have very well displayed language resources such as rhymes, high frequency words, topic words and non-narrative texts. In the outdoor environment children are provided with catalogues, telephones and writing equipment to 'order' items. Language development is well resourced and the quality of resources enhances learning.

### **Mathematical development**

76 Standards of attainment in mathematical development are very low when children start school. Very good teaching leads to rapid progress and most children complete the Foundation Stage at standards of attainment below national expectations. A few children are making good progress towards the Early Learning Goal for number.

77 Lessons in reception classes are of a brisk pace and are very well organised. Children are challenged to use their thinking skills, and mathematical vocabulary is well used. In a very good lesson children were fully involved in counting games which involved counting backwards and placing cards in order with missing numbers. Teachers constantly assess understanding through questioning.

78 In the nursery and in both reception classes, numeracy is incorporated in all aspects of the day from filling and emptying various sized containers in the water, to counting and subtracting absentees during register or looking at price lists in the shops.

79 In the nursery the theme of the three bears is reflected in the display on big, middle-sized and small objects and the range of beds, bowls and cutlery in the home corner. Children had painted the three bears and responded well to the varying sizes.

80 Children learn about space and direction and height or length during their construction activities and baking sessions provide experience in weight. They are learning about shape and join different shapes together.

81 Numeracy lessons in the reception classes provide challenges and very good support for all abilities. Good quality resources support learning and there are high expectations from all staff.

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

82 Standards of attainment in this area of learning are well below expectations when children start school. By the time they reach the end of the Foundation Stage they have reached standards below expectations. Children make good progress through the stepping stones, developing their understanding alongside their language skills.

83 Teaching is good overall and sometimes it is very good. A very good display in the nursery invites children to observe the life cycle of frogs and to use their senses to smell and study plants and flowers. Children care for their own fish and have observed African land snails, recording their findings in a book about the creatures.

84 In the reception classes, parents brought in their babies to link with the themes of growth and change. Appropriate books are displayed and children are made aware of the passage of time. Children bake and watch changes taking place as they mix the ingredients and bake the mixtures.

85 Children join materials using staples, hole punches and treasury tags or glue. They learn to safely use scissors and wood-working tools. They follow picture instructions to build objects. Children use the computer in their classrooms and reception children use the computer suite regularly. They learn basic skills such as mouse control and keyboard familiarity. Reception children are beginning word processing.

86 Some aspects of this area of learning are slower to develop because of their reliance on competent language skills, for instance the ability to express feelings. The staff create opportunities for children to express likes or dislikes and to offer reasons. The very good relationships foster security and allow children to feel more confident in this area.

87 The school plans to develop the outside environment, which at the moment does not make a significant contribution to the development of this area of learning. However, staff ensure that the children enjoy walks within the locality and visit the park. In the spring or summer they usually visit a farm if possible.

### **Physical development**

88 Standards of attainment in physical development are well below expectations when children start school. By the time they reach the end of the Foundation Stage standards of attainment are below expectations. Children make steady progress across this area of development.

89 Teaching is sound although there are areas for improvement in the provision for the development of gross motor skills. Fine motor skills are mostly well taught. Children learn to use a variety of writing and painting implements, use tools safely, investigate malleable materials and play with 'small world' activities. Lessons and sessions are always very well planned and relationships are very good.

90 Foundation Stage children play singing and movement games both inside and out. They have a large safe area with a covered patio for outside play. However, a lack of suitable storage and equipment means those opportunities to develop control or co-ordination such as riding, balancing or climbing are not offered enough. Staff need to be more aware of the need for closer discipline and very good listening in hall spaces. Good habits for physical education lessons need to begin early.

### **Creative development**

91 Children begin school at standards of attainment that are well below national expectations. By the end of the Foundation Stage they reach standards of attainment that are generally below expectations but most children are moving steadily towards the Early Learning Goals.

92 Teaching in this area of development is very good. There are excellent relationships and the school is fortunate to employ a pianist and music advisor who plays for singing and music sessions. Children in the Foundation Stage experience a wide variety of songs, learning about chorus, pause and different rhythms. Chosen songs link very well to promoted sentiments and values or to themes such as animals. The staff use resources such as farm animals and speech bubbles to illustrate the songs and to develop understanding of the words. The children are given the opportunity to play instruments both within a music session and incidentally.

93 After the singing session nursery children were seen continuing their enjoyment by shaking bells on their toys and singing together. Children enjoy painting and learn skills such as painting different

coloured stripes. They utilise these skills when painting independently. Reception children create coloured squares showing good control of different paints and brushes and in the nursery children make collages of materials with different textures and properties. Although the children engage in role-play both independently and with support, it is not well developed because of the children's level of English language development.

94 Co-ordination of the Foundation Stage is very good and contributes to the improving standard of attainment. The Foundation Stage Action Plan has highlighted areas for improvement, which include the full development of the outside area. This would enable the school to enhance learning in all areas of learning but particularly in physical development and knowledge and understanding of the world. Staff continuously train and update their knowledge in the curriculum and in aspects such as dance and outside play.

95 Relationships with parents are very good. The staff meet parents on a daily basis and are able to communicate routines, problems, events and progress. Home visits are made before children come to school. Parents are very supportive and respond well to the children's activities.

## **ENGLISH**

96 The 2001 National Curriculum tests for 11-year-olds were the first time that pupils had been entered and the results were well below the national average. The results of the test for 7-year-olds in reading and writing were also well below average. However, in comparison with similar schools, standards were average for both age groups. The indications are that the majority of pupils in the current Year 6 and Year 2 classes will attain better standards, but will still be below the national average. As almost all children start school with little or no English, this represents very good progress and they are achieving very well, in relation to their prior attainment. Since the appointment of the current headteacher, there has been a strong emphasis on the teaching of the basic skills of literacy and of using a variety of intervention strategies to raise attainment, such as Additional Language Support. This has been successful, and assessment information shows a steady increase in the standards that pupils are achieving through the school.

97 The quality of teaching for pupils aged seven to eleven is very good, with the teachers planning thoroughly to follow the structure of the literacy hour and preparing and resourcing their lessons in an effective way, so that pupils of all abilities are set challenging work. Some of the teachers of pupils aged five to seven are not as effective in teaching the basic skills and, as a result, the rate of progress is slower than it is for older pupils. A notable feature of the teaching is the way that all staff work very effectively as a team to support pupils' learning throughout the school. Those who work on the Additional Language, Better Reading Partnership and New to English projects, play an important role in the exceptional provision for pupils in developing their English language acquisition, and this results in them making very good progress in this aspect of their learning. The pupils with special educational needs are also well supported, which enables them to make effective progress towards the targets in their individual education plans. Pupils who are gifted and talented are identified at an early stage, so that they can be set challenging work that enables them to achieve to their full potential.

98 The pupils make very good progress in their speaking skills, though they are still below average by the time they are eleven. Though the pupils are confident when talking to others, they are limited in their ability to speak in a creative and imaginative manner, or retell stories that they have read. Teachers act as good role models, by ensuring that their diction is clear and by correcting inaccuracies in pupils' speech. In lessons for older pupils, there was effective use of the introductions to develop pupils' speaking skills by letting them discuss and explain their ideas. This was evident in lessons for pupils in Year 6, when they were discussing how to structure a letter to support a point of view.

However, there are not enough opportunities for pupils to take part in structured class discussions and role-play activities, to more effectively develop their communication skills. The plenary sessions for younger pupils are not always used as effectively as they could be to improve these skills by allowing them to talk about what they have learned in lessons. In some lessons, there was a lack of expectation of what pupils could achieve and they were only required to give one word answers rather than in sentences, which they were capable of doing. The listening skills of most pupils are satisfactory, which helps them to make relevant answers to the teachers' questions. Teachers are very patient and take time to carefully explain the activities to the pupils, so that they gain an appropriate understanding of the work that they are to do.

99 The standards in reading are below average and the school is targeting an improvement in this aspect of English as a priority. Most pupils aged five to seven are not able to read accurately and confidently from texts appropriate for their age and they also find difficulty in retelling stories. By the time that they are seven, few pupils are able to effectively use a wide range of strategies to determine unfamiliar words, including the use of phonics. This was evident in a lesson when pupils in Year 2 were reading from the big book 'Change', before going on to create flow diagrams to describe a process. Pupils who are aged seven to eleven are limited in their ability to recount stories, to express preferences in reading matter and to talk in an informed way about famous authors. To improve the pupils' reading skills, the school has timetabled guided reading sessions outside the literacy hour. In such a session for Year 5 pupils, the teacher and support staff effectively helped pupils of all abilities to develop their skills of skimming to gain an overall sense of a text, and of scanning to locate specific information. There is also an emphasis in mathematics and science lessons on reinforcing subject specific vocabulary in a visual manner, to enable pupils to make progress in learning new words. The library facilities are outstanding and provide a very stimulating environment for pupils to gain an enjoyment of reading. Each class has a weekly session in the library, during which they are taught how to use it effectively. This was seen in a very good lesson for pupils in Year 4, when they were being reminded how to use the Dewey system and their scanning skills to find a book that would interest them. In this lesson the expertise of the teacher and the support of the assistant, who works as a librarian, were effectively engendering a love of books within the pupils. Classrooms provide word-rich environments, with displays in all subjects being used effectively to challenge and develop the pupils' reading skills.

100 Standards are below average in writing but most pupils make good progress as they pass through the school. Many pupils aged five to seven need a lot of support to write a sequence of sentences and punctuate them accurately, with simple words spelled correctly. However, the school has worked hard to improve standards over the last two years and pupils are now beginning to use an interesting range of vocabulary and to show an awareness of the reader in their story writing. There is also an emphasis on developing the story writing skills of pupils aged seven to eleven, and they are now making good progress in learning how characters and events in stories can be influenced by settings. The teaching of basic skills is good, and in most classes there are high expectations of pupils' handwriting and presentation. This was evident in a Year 6 lesson, when the teacher effectively modelled how to construct a letter and, as a result, the pupils made good progress in their letter writing skills. The teamwork of the adults in lessons means that all pupils have a high percentage of direct teaching and, as a result, have a good work rate and make good progress in learning new skills. The pupils have targets in writing and when they have achieved them, are involved in setting new ones, so that they know what they need to do next to improve. The marking of pupils' work is positive, with constructive and encouraging comments, and is beginning to inform them how to improve their writing. There is appropriate use made of ICT by pupils, to word-process their stories and poems.

101 The pupils have very positive attitudes to their work, being well behaved and having good powers of concentration. They are willing to listen to and appreciate the views and ideas of other

pupils and can work well, collaboratively, in pairs and small groups. Most pupils showed a lot of enjoyment in the lessons and the relationships between the pupils and the teachers were very good, which helped them to have a high work rate. There are many opportunities for pupils to develop their literacy skills in other subjects, as was seen in a Year 5 history lesson when they were using their research skills to find out about life in Victorian Britain.

102 Curriculum planning follows the framework of the National Literacy Strategy, and is used effectively by teachers to ensure progression and continuity of pupils' learning through the school. This is exemplified by the way that teachers ensure that pupils in parallel classes are given the same learning experiences. There is very good leadership by co-ordinators, who have a clear view of strengths and weaknesses in the subject and who have devised an effective action plan to further improve provision. There are very good procedures for assessing and monitoring individual pupils' attainment and the progress that they make, as they pass through the school. Test results are effectively analysed to identify areas of weakness and then set manageable targets for improvement for groups and individuals. This has resulted in the school targeting an improvement in the standards of reading for all pupils. The teachers use assessment information well to evaluate pupils' performance, so that they can plan future learning experiences accordingly. The school has made good use of initiatives, such as 'Excellence in Cities' and the Better Reading Partnership, to support pupils in their language acquisition. A wide range of very good quality fiction and non-fiction books in the library and classrooms fosters pupils' enjoyment of reading. The school has made good improvement in the provision for English since the last inspection, predominantly since the arrival of the present headteacher.

## **MATHEMATICS**

103 The school's 2001 national test results for 11-year-olds are low when compared to all schools nationally and well below average when compared to schools of a similar nature. However, the tests taken in 2001 were the first in the history of the school since it was re-organised from previously existing first and middle schools. The school is firmly committed to improving pupils' attainment in national tests. This is already evident from the scrutiny of work completed by the present Year 6 pupils and lesson observations, which indicate that, although these standards are below the national average, the pupils are attaining higher standards than those of last year.

104 The school's 2001 national test results for 7-year-olds are well below average when compared to all schools nationally but average when compared to similar schools. Scrutiny of work from Year 2 pupils and lesson observations suggest that standards are better than those of last year's Year 2 but are below the national average. However, when taking into account the pupils' very low starting point, when they began in nursery, this represents very good achievement.

105 In Key Stage 1, great emphasis is given to teaching pupils basic number facts, mathematical vocabulary, number operations and the concept of place value. Most pupils in Year 2 are able to determine the greater of two two-digit numbers and understand the associated language of comparison. They can select and combine two single digits in order to generate a number greater than 50. Higher attainers can add a single-digit number to a two-digit number and can solve simple problems involving money, such as the total cost of two apples at 10p plus three stickers at 2p. Low attainers are able to count on in twos to 12 and beyond, and in tens to 70, but many, at this stage, rely on the use of fingers to add and subtract numbers to 10.

106 In Key Stage 2, pupils further develop computation skills, including manipulating fractions, decimals and percentages and continue to expand their knowledge of key mathematical vocabulary. By Year 6, pupils can convert decimals to fractions, and centimetres to metres and most can use



written strategies to calculate percentages of a given quantity, such as 15 per cent of 60. Higher attainers can rapidly calculate mentally such percentages as 80 per cent of 60. Lower and average attaining pupils can use a simple formula for calculating the area of a rectangle.

107 The school has been very successful in introducing the National Numeracy Strategy. As a result, teaching is very good both in Key Stage 1 and in Key Stage 2. Overall, teaching is very good and excellent in well over half the lessons seen, good in one-third and satisfactory in the remainder. As a result, pupils make very good gains in their acquisition of knowledge, skills and understanding. 108

Very good teamwork between teachers and support staff, all of who are well aware of pupils' needs and the intended learning outcomes of the lesson, ensures that the needs of all pupils are fully met. Staff have very good relationships with pupils, have high expectations of what pupils can achieve and deal sensitively with their errors, thus providing a positive climate for learning. As a result, pupils listen very well and co-operate fully with the adults who teach them, showing great eagerness and confidence to answer questions. In virtually all lessons, pupils' behaviour and concentration are very good. Pupils clearly enjoy mathematics and respond well both to the work they are set and to the adults with whom they work.

109 In all lessons, positive aspects of teaching and learning include teachers' very good modelling of spoken English and the strong emphasis given to helping pupils learning new vocabulary, including correct pronunciation; for example, in a Year 6 lesson, the teacher required the pupils to pronounce correctly the word 'percentage'.

110 The many occasions when pupils are involved in mathematical discussion with adults are a key factor in helping pupils acquire the necessary mathematical vocabulary. However, on a few occasions, teachers refer to 'sums' when it is more appropriate to use the expression 'number sentences' or 'calculations'. Teachers and support staff give good quality explanations that secure pupils' understanding. In a Year 2 lesson, where teaching was very good, pupils were also required to demonstrate their thinking by using the correct terminology within their explanations to the class, thus promoting very good learning for their peers.

111 In lessons where teaching is very good, notably in Years 2, 4, 5 and 6, the features common to all these lessons are highly enthusiastic teaching and excellent relationships, for example, in a Year 4 lesson where low attaining pupils were fired with enthusiasm and, as a result, made very good progress.

112 Excellent teaching in a Year 6 lesson, involving work on area of rectangles, was notable for the high demands placed on pupils, for example, when the teacher, rightly, insisted on pupils giving 'a better explanation' of the formula than 'length times breadth'. She also provided a very good opportunity for pupils to discuss ways of solving a problem by encouraging them to "talk to their numeracy partner".

113 Pupils throughout the school are making good progress in developing their recall of number facts and in mental manipulation of number. They are increasingly becoming adept at using correct terminology when explaining their methods of performing mental calculations. However, pupils presently in Year 6 have below average levels of skill in written calculations and only a few reach the required standards in mental calculations.

114 Pupils are able to use and apply their numeracy skills in other subjects, for example, use of co-ordinates in geography, shape patterning in art, mortality tables in history and data collection in religious education. Such examples and reference, within assemblies, to pupil attendances, expressed as percentages and in graphical form, bring additional 'real life' relevance to pupils' learning in mathematics.

115 Throughout the school, pupils with special needs are very well supported and make good progress towards their individual targets. Equally, those who have been identified as gifted and talented are given work that challenges their thinking and enables them to make very good progress. A good example is that of a Year 5 pupil, who until very recently was new to the English language but is now able to use the word 'infinity' appropriately in the context of a conversion graph.

116 Teachers mark pupils' work thoroughly and positively, giving praise where appropriate and, in best practice, giving guidance as to how they might improve their work. Assessment and record-keeping systems are good and provide informative measures of pupils' progress. The requirements of the National Curriculum are met. Homework is set regularly and contributes significantly to learning; for example, following classwork related to conversion graphs, Year 5 pupils were set the task of producing a graph to convert degrees Fahrenheit to Centigrade.

117 Effective leadership of mathematics allied to teachers' changes in methodology has resulted in significant improvements in the teaching since the last inspection. Textbook resources are used judiciously and teaching is systematically monitored. The co-ordinator has led the way in introducing analysis of pupils' errors, arising in national tests, which has resulted in amendments to the school's provision. The combination of all these factors is beginning to raise standards.

118 The school is very well resourced for mathematics. However, though there is some very good use of ICT to support mathematics, for example in the use of spreadsheets, data handling and *Logo*, the school recognises the need to provide even greater opportunities for pupils to use computers. Similarly, pupils have insufficient opportunities to undertake investigations and to use calculators.

119 Teachers work hard to provide very good quality displays that support pupils' learning and, in the best practice, celebrate pupils' achievements by including examples of their work.

## SCIENCE

120 Pupils' standards of attainment are improving. During the inspection, although standards in lessons in both key stages were below average, they were a considerable improvement on the standards attained in the last years National Curriculum tests for 11-year-olds. A number of factors contribute to the improvement. The school was disappointed with the standards in science and has made changes in the grouping arrangement for teaching the subject. The use of a designated science room and some specialist teaching also strongly contribute to the recent improvements, as does an emphasis on practical and experimental work.

121 Learning is good in Key Stage 1 and is very good in Key Stage 2. This is as a direct result of the high level of teaching and the very good teamwork between all support staff and teachers. Pupils are very secure in their relationships with adults and as a result are confident and eager to answer questions and to put forward ideas. They remember what has been learned in previous lessons and use this knowledge in new situations. Good examples of this were seen in Key Stage 1 lessons where pupils were identifying and discussing the characteristics of living things. Most pupils knew, based on previous lessons, the differences between insects, animals and plants and were able to then compare human beings with these groups, discussing the similarities and differences enthusiastically and sensibly. With learning being at such a high level, and with very well motivated pupils, behaviour is very good. Pupils listen well to each other as well as to their teachers and support staff. The very small amounts of inappropriate behaviour are very well handled and pupils respond well.

122 Teaching is good in Key Stage 1 and is very good overall in Key Stage 2. Lessons are very well planned to the scheme of work throughout both key stages.

123 Specialist teaching of Years 5 and 6 has been introduced as a result of concern of the low levels of attainment of 11 year olds in 2001 National Curriculum tests. As a result teaching of Years 5 and 6 is very good with clear outline of the lesson content and very good and motivating demonstrations; lessons are very well planned and run at a brisk pace, pupils are actively involved in predicting and in investigative work and there is a strong emphasis on scientific language and on key words.

124 In both key stages teachers and support staff model language and key words very effectively. Printed key words in a large clear typeface are used in all lessons and are combined with pupils reading out the words. This is a very good response to the analysis of standards, which identified language development as a key factor in raising standards in science. Monitoring and evaluation are clearly being very effective in developing and changing teaching throughout the school.

125 A small amount of unsatisfactory teaching was observed in Key Stage 1. Here the noise level was too high for a significant number of pupils to concentrate and for the lesson to flow at an appropriate pace. Some untypical lack of co-ordination between teacher and support staff resulted in conflicting expectations of what was usual in the lesson and of when pupils should be listening to the teacher and when they should be discussing the lesson content. As a result, for many pupils in this lesson, learning was unsatisfactory.

126 However, in most lessons the teamwork between support staff and teachers is very good and makes a significant contribution to pupil's learning. Bi-lingual support staff ensure that pupils know what is going on through a strong emphasis on key words and scientific terminology. On the whole, relationships between all staff and pupils are excellent and, as a direct result, pupils of all ages are confident and are improving in self-esteem. This is very evident when they are expressing themselves and when they are answering questions. Excellent teamwork and very high, shared expectations are clearly a major strength of the school. Teamwork is an important strategy in ensuring that the needs of all pupils are met within lessons. Pupils with special needs and with varying levels of English language competence all make good, and often very good, progress and have equal access to all aspects of science lessons.

127 The co-ordination of science is very good. Currently there are two co-ordinators, one for each key stage. They work very well together and have a very clear understanding of the school's needs and the requirements of the National Curriculum. They are very aware of the areas for development. The subject has been included in the school development plan and is a priority area for raising standards. The targeted areas include more investigative and practical work and the development of pupils' scientific language with key words being emphasised. The co-ordinators are developing a very promising recording and analysis package using ICT. This will enable them to monitor standards even more effectively and take appropriate action to raise standards in areas and topics where they are identified as being in need of improvement. The Key Stage 1 co-ordinator has monitored teaching and learning and this strategy is being extended to Key Stage 2 in the future.

128 Accommodation and resources are very good. The use of a science room is important in setting standards and expectations and this works well for most teachers. In a few lessons the noise from the heating system was obtrusive and on a very few occasions teachers were not flexible enough in grouping pupils, especially the younger ones. As a result those furthest from the teacher had difficulty maintaining their concentration.

129 The school is aware of a need to increase the use of ICT in science and this is being addressed.

## ART AND DESIGN

130 Although the level of pupils' attainment in art is below average when compared with schools nationally, from observation of lessons and from a review of pupils' work it is clear that a significant number of pupils are attaining standards which are average and the overall level of standards is improving. An increasing number of pupils are working at levels which are above average. Work in sketchbooks is well used in lessons and is a good indication of the care with which pupils approach their art work. In both key stages pupils are able to work and express themselves well in a variety of media and in two and three dimensions. In a Year 6 lesson where pupils were engaged in constructions, including helmets, they produced very clear and well thought out design proposals and then began to confidently and accurately translate these into three-dimensional objects. They worked with confidence and accuracy and the results in this lesson were clearly well in line with those expected for their age. In a Key Stage 1 lesson, where pupils were investigating the colours and textures of yarns, attainment was again in line with that expected for their age. Although, at this age, many pupils' listening skills are underdeveloped, the class settled well to work and became very engrossed in their weaving. Many pupils manipulative skills are at least average, they can recognise and describe the differences in texture and colour between yarns and can combine colours and textures to present an interesting visual and tactile piece of work.

131 Teaching is good in both key stages. Art is taught in an art room by a specialist art teacher. The teacher is very well supported by a classroom art assistant. This combination is very effective and sets a standard and an ethos as soon as pupils enter the room. The room is well equipped and set up as an art room and there is a good range of quality pupils' work on display. Lessons are well planned and organised and teacher expertise is very evident in the introductions to lessons and in the support provided for individual pupils as they develop their work. In some classes, where there is a significant proportion of pupils with special needs, there are often two or three support staff working alongside the teacher. In these circumstances teamwork is excellent and, as a result, pupils make very good progress in the development of their art skills and their knowledge and understanding. The pace of lessons is good and the work challenges pupils. Because the teacher and support assistant, who is an artist, have very good personal expertise and knowledge they are able to provide pupils with very good direction and advice on how to work into and develop their work. The range of work covered is extensive and meets the requirements of the National Curriculum programmes of study. Teaching puts a very high and appropriate emphasis on the development of pupils' skills as well as their knowledge and understanding and as a result work is of a high quality and carefully finished. Homework forms an integral part of teaching. Pupils in Key Stage 2 have very high quality sketchbooks and use these to experiment with texture and shape as well as to record. The link between homework, sketchbooks and work in school is well developed.

132 Good teaching results in good learning in Key Stage 1 and very good learning in Key Stage 2. Good examples of this are seen in the way that pupils care for their sketchbooks and use the trials and records in them as a foundation for the work they do in class. The emphasis on art skills is clearly paying dividends and pupils are able to confidently work with media and materials and are increasingly developing good and often very good manipulative skills, for example in the use of brushes and pencils. Teaching also challenges pupils' thinking and this is a good and important part of their learning. Many pupils critically consider their work and, with advice, modify it to express their intentions. Attitudes and behaviour in art lessons are very good with considerable concentration, enjoyment and consideration of other pupils.

133 Co-ordination is good. The co-ordinator has a good level of personal expertise and has taken over the role since September. She is ably supported in her co-ordination role by an art-trained

classroom support assistant. A policy is in place and an audit of the provision has been carried out. The Qualifications and Curriculum Authority (QCA) scheme of work is used with modifications to meet the school's needs. Co-ordination is ensuring that art has a high profile throughout the school with a range of additional activities, including the use of artists in residence, extending art into the community and a range of visits and visitors.

## **DESIGN AND TECHNOLOGY**

134 During the week of the inspection there were no time-tabled lessons in design and technology and, therefore, no judgements are made about the quality of teaching and learning and pupils' attitudes and behaviour. Furthermore, in the absence of any evidence, in the form of pupils' work, it is clear that pupils are not being taught the National Curriculum in design and technology. Consequently, pupils do not have the opportunity to reach the required standards for 7 year-olds and 11 year-olds.

135 The school acknowledges the need to appoint a subject manager in order to lead and support colleagues in presenting the National Curriculum for design and technology and to review, as a matter of urgency, timetabled provision for this subject.

## **HISTORY AND GEOGRAPHY**

136 By the time that they are eleven, most of the pupils attain standards that are below those expected for their age in both subjects, but have made good progress from their low skill levels on entry to school.

137 The quality of teaching is good in history and geography and enables pupils to make good progress and achieve well. Teachers have secure subject knowledge and are able to organise and manage their classes in an effective manner. There is good use of time and resources, and good use of questioning to find out what pupils know and understand. The teaching is well matched to the needs of all pupils, so that all abilities are well challenged. There is clear explanation of the ideas to be taught and teachers place emphasis on pupils using correct historical and geographical vocabulary. In history, pupils aged five to seven are helped to develop their understanding of time, by listening to stories about the past and of famous people. Previous learning is consolidated by the use of books, photographs and historical artefacts. They study the Great Fire of London and learn how to recognise similarities and differences through the years, such as when pupils in Year 1 find out how their toys differ from those in the past. As they pass through the school, they learn how to use evidence to find out about the past and how things change over a period of time. There is good emphasis placed on the significance of historical artefacts and the need to study them, in order to find out about the past. This was evident in a lesson for pupils in Year 5, when they were learning how to use different sources to collect information about the Victorians. In geography, the pupils in Years 1 and 2 develop their mapping skills by planning a route from home to school and learn how to carry out a traffic survey and then talk about their ideas on how to make the surrounding roads safer. In lessons for pupils in Year 2, they were able use a variety of photographs and postcards to identify the differences between the features of Blackpool and Bradford. In a Year 3 lesson, the pupils made good progress in learning how to use co-ordinates to locate places on a map. Pupils in Year 4 can tell the differences between life in the Indian village of Chembakoli and life in Bradford. In a lesson for pupils in Year 6, the effective questioning skills of the teacher enabled the pupils to make good progress in their understanding of why people visit mountainous areas and of the potential problems that they could bring to these areas. In both subjects, it was obvious that their below average literacy skills hindered their ability to effectively communicate their findings, or to understand some of the ideas being discussed.

138 The pupils' attitudes to learning were very positive in both subjects, being able to sustain concentration and willing to ask and answer questions. They were well behaved, were willing to listen to the views and opinions of others, and handled historical and geographical artefacts and resources with care. Pupils with special educational needs are well supported and they also make good progress in their learning. There are many opportunities for pupils to practise the skills learned in literacy lessons, as was seen when pupils in Year 5 used role-play to describe the differences between rich and poor people in Victorian Britain. Numeracy skills are also used, such as when collecting and analysing data on mortality rates in Victorian times. Appropriate use is made of ICT to enhance work in the subjects, as was seen when Year 3 pupils were using laptops to research information about Tudor England.

139 There is good curricular provision in both subjects, so that all pupils are able to enjoy to a broad range of relevant experiences. The school makes use of visits and visitors to provide further significant learning opportunities. In history, they have visited York Railway Museum and when visiting Eden Camp, have learned about life during the Second World War. In geography, there is good use of the local environment to extend pupils' learning. Planning for both subjects is based on the QCA's guidelines and is good. There is good leadership by enthusiastic co-ordinators, who have a clear vision as to how the subjects can be further improved. This includes closer monitoring of the work of younger pupils and the provision of more artefacts in both subjects.

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

140 Attainment, although below the average for all schools, is average for many pupils in a large number of aspects of ICT. A significant number of pupils throughout the school are very competent in their use of ICT and, for these pupils, attainment is above average and even well above. Very good examples of this were seen in the presentations compiled in Power Point, and presented by the pupils. In these the pupils demonstrated a very secure understanding of the structure of the software they were using and were very confident and competent in its use. Similarly, in a Year 4 lesson where pupils used screen turtle software to learn about control technology, most of the class were able to construct rectangles, triangles etc, knowing how to make the cursor turn through the correct number of degrees and travel the required distance. This lesson made a significant contribution to pupils' mathematical knowledge and understanding. The use of ICT and especially computers is rapidly becoming an integral and essential part of pupils' learning through the use of the ICT suites and this is clearly having a significant effect on raising standards.

141 Pupils of all ages clearly enjoy their ICT lessons and are well behaved and concentrate very hard, often for extended periods of time. They are able to use prior knowledge and understanding and make use of skills and concepts from other subject areas, for example in writing, mathematics and art. A very noticeable strength of pupils' attitudes to ICT lessons is the way in which they help each other and share. Pupils who have a good understanding of what they are doing will very confidently and sympathetically help other pupils with their work. Very good learning is often typified by the speed with which pupils are able to learn new aspects and applications of the software with confidence and accuracy and apply them to new situations.

142 Teaching is good in Key Stage 1 and very good in Key Stage 2. Throughout the school pupils benefit from a small but significant amount of specialist teaching and support. This is having a considerable effect on standards, but is also making a very important contribution to staff confidence and expertise throughout the school. As a direct result of good and very good teaching, linked to the very good hardware provision in two high quality ICT suites, learning is very good. Teachers make good use of the projectors and whiteboards to present clear and motivating demonstrations to support

the topics to be covered. Teachers' knowledge of the topics they are covering is good and pupils are clear about what is expected and what is to be learned. Relationships are excellent in most lessons and this contributes very significantly to pupils' confidence and their desire to be involved and to learn. Teachers know their pupils very well and ensure that the topic is accessible to all those in their class, meeting the needs of pupils identified as having special needs and those who have difficulty with some aspects of language. As a result all pupils make good and often very good progress.

143 ICT is a high priority for the school and is very well co-ordinated and organised. The deputy headteacher is the ICT co-ordinator. From this senior position she has a very good overview of standards and the level of coverage of the National Curriculum and also of teaching. She supports other teachers in ICT lessons and in this way is able to identify areas of strength and those for development. The co-ordinator has a very good level of personal expertise and understanding of ICT. The development of all aspects of ICT has been considerable in the recent past and the hard and software provision is of a high and appropriate standard. The two ICT suites are very well equipped and the provision of projectors and interactive whiteboard, besides providing a 'high tech' environment, considerably enhances teaching and learning. The school is aware of the need to ensure that the facilities are well used throughout the day. The present appropriate emphasis on basic skills in classrooms does currently mean that there are periods when the suites are underused.

144 The school is also aware of a need to ensure that the ICT provision in classrooms is well used to support pupils' learning. During the inspection only very limited use of computers in classrooms was seen.

145 It is clear from the high level of very good quality provision, the very good co-ordination, the importance of this area of learning across all subjects and as a basic skill, that this is a rapidly improving subject and that pupils' standards are improving at a fast rate.

## **MUSIC**

146 Pupils enter school at standards of attainment that are well below national expectations. Their first experiences of music in the nursery are rich and varied and pupils begin to make very good progress, particularly in singing. By the end of both key stages standards of attainment in music are below national expectations but singing at the end of Key Stage 1 is in line with national expectations.

147 The curriculum for music is not meeting statutory National Curriculum requirements and pupils in Years 3,5 and 6 receive no music lessons apart from their singing lessons. As such these pupils do not get the opportunities to develop their knowledge, skills and understanding through the playing of musical instruments. They also do not have the opportunity to create and develop musical ideas through composing or performing.

148 Teaching overall is sound and is sometimes good or very good. There were two unsatisfactory music lessons. In singing lessons the pianist is employed by the school to support and advise staff. The tone of these sessions is relaxed and enjoyable but very well planned and evaluated. As a result of encouragement and high expectations the pupils have improved in their singing. They enjoy performing in the school productions and for special events. A newly formed choir has been very popular and pupils attended auditions to reserve a place.

149 In a very good Year 2 lesson, pupils are encouraged to make rhythm patterns and to improve their work. At the beginning of the lesson the pupils had difficulty in forming rhythms without help but as a result of challenge, good humour and very good relationships there was a significant improvement by the end in that one pupil played the pulse whilst others played the rhythm.

150 Unsatisfactory teaching was a result of a lack of behaviour management and a lack of subject knowledge. In one lesson poor behaviour resulted in serious delays to the lesson so that very little learning took place. In another lesson pupils were not using instruments correctly. Also a lack of pace slowed the lesson and resulted in restless and bored pupils.

151 Although the school works hard to promote music, the lack of a co-ordinator means that the subject is not managed. This has resulted in the non-fulfilment of the National Curriculum and a lack of direct support for non-specialist teachers. There are a few members of staff who are musicians and others who take an interest in the subject. This has resulted in the choir, opportunities to hear live music, large school musical productions and visiting live music from a variety of cultures. The pupils also listen to and appraise music from many different composers and recently voted for their top ten favourites.

152 Music entitlement is spasmodic and some year groups do not receive their entitlement, making continued progress impossible. For example, the very good beginnings are not continued into Key Stage 2 until Year 4 by which time the standards of attainment reached in Year 2 have fallen. At present this is the last year in which pupils receive opportunities to use instruments. Their knowledge of music through singing and listening has progressed to Year 6 but remains below expectations in all aspects and well below in composing skills.

153 The school must address the issue of curriculum entitlement and may wish to consider the co-ordination of the subject and the development of subject knowledge for staff. The school has plans to develop other areas of music such as brass instrument teaching but needs to ensure that the key issue is met first.

## **PHYSICAL EDUCATION**

154 Pupils nearing the end of Key Stage 2 attain standards that are below those expected nationally. Most have only a basic level of skill in striking and catching a ball, though they are now showing good progress in acquiring such skills. During their previous experience in Key Stage 2, pupils' skills have not been sufficiently developed to enable them to make the necessary gains in this final year of the key stage. Just over half the pupils learn to swim to the standard required by the National Curriculum. This represents very good achievement as almost all pupils have no experience of swimming beyond that which is offered by the school, especially through extra-curricular teaching provided by the high expertise of a swimming coach. In whole-school assembly, pupils receive their awards for swimming achievement with an obvious and justifiable sense of pride.

155 On the evidence of three gymnastics lessons in Year 2 it is evident that pupils approaching the end of Key Stage 1 do not attain the level expected for 7-year-olds. In gymnastics, few are confident and competent in performing a variety of rolling and balancing actions with appropriate style. Very few show the levels of skill expected of 7-year-olds when performing a simple sequence of gymnastic actions. However, pupils are able to make sensible use of available space, showing awareness of others, for example when performing hopping and skipping actions.

156 Throughout the school, pupils are aware of the need for warm-up before physical exercise and have an elementary understanding of the effect of exercise on the body.

157 Teaching both in Key Stage 1 and in Key Stage 2 is satisfactory overall, but the quality varies from excellent to unsatisfactory. Excellent teaching in a Year 6 lesson resulted in pupils making very



good gains in their ability to strike a ball, using a small racquet. The lesson was very well planned and directed by the teacher. Her enthusiasm and high personal expertise, allied to excellent relationships, contributed greatly to the very good level of respect and co-operation shown by pupils. Strengths in teaching, common to most lessons, include: very good use of support staff; good planning; the attention given to developing pupils' vocabulary; teachers' reference to the effect of warm-ups and exercise on the body. An aspect of teaching that needs improving, even in some lessons that are nonetheless satisfactory, is the need to increase the pace of learning by minimising periods of inactivity. Such occasions arise when excessive time is taken to set up apparatus and/or, the teachers' management of the class is not as successful as it should be as, for example, in one unsuccessful lesson in Key Stage 2, where frequent interventions by the teacher's whistle blowing disrupted the pace of learning.

158 Pupils with special educational needs are fully integrated within lessons, usually as a result of the work of very good quality support staff.

159 On the evidence of almost all lessons it is evident that there are good and often very good relationships between adults and pupils. This underpins the good and unobtrusive control most teachers have of their classes. In such lessons, pupils demonstrate sensible behaviour and good attitudes. Understandably, in two lessons where pupils were less active than they should have been, they began to lose interest and behaviour was unsatisfactory. In all lessons pupils make safe use of equipment and are aware of the needs of others.

160 The co-ordinator has particularly strong expertise in physical education, which the school rightly plans to utilise in order to improve teaching, where necessary, across the school. Planning documents provide evidence that National Curriculum requirements are met. There is a need to develop and introduce a simple and effective system for recording pupils' progress in the subject.

161 Pupils' learning benefits from good quality accommodation and very good resources. Pupils have also benefited from the school's involvement of visitors such as an Indian Dancer, a talented exponent of skipping, football promoters and professional rugby players. Very good provision of extra-curricular activities including tennis, table-tennis, basketball, football, swimming and cricket take place early in the morning, at lunchtime and after school, predominantly, but not exclusively, because of the substantial efforts of learning mentors and teaching assistants. This provision contributes significantly to pupils' personal and physical development and bears testimony to the staff's substantial commitment to their pupils.

## **RELIGIOUS EDUCATION**

162 Pupils start school at very low standards of attainment. By the end of Key Stage 1 at seven years of age they are mainly in line with standards of attainment expected for this age group within the Bradford Agreed Syllabus. By the end of Key Stage 2 at eleven years of age standards of attainment are mostly below expectations but many pupils are in line with expectations in their understanding of how people learn from religions and in oral comprehension. Higher ability pupils attain standards expected in all areas of religious education. They are particularly aware of their own Muslim religion.

163 Teaching overall is good and there is no unsatisfactory teaching. Sometimes the teaching is very good. In Key Stage 2, pupils benefit from learning from teachers' subject strengths as they may change teachers for their religious education lessons. Relationships are generally good and children show interest and enthusiasm.

164 In a very good Year 6 lesson the teacher's very good subject knowledge and clear explanation focused learning during a lesson about initiation ceremonies. The pupils are able to relate Buddhism to

their own Muslim religion and homework is clearly targeted. There is a very good use of resources such as class sets of textbooks and good quality, appropriate videos.

165 In another well-taught Year 5 lesson children were asked to write imaginative postcards as Sarah or Abraham from their time in the desert. The pupils are aware of the differences between stories of Abraham in the Christian, Jewish and Islamic religions. Most teachers link literacy skills to religious education by planning lessons to include research skills and a variety of written genre. Written work is below expectations and pupils are unable to express themselves very clearly or imaginatively. However, they are able to give oral explanations and are well aware of how religions affect lives.

166 In Year 2, pupils learn about various creation stories and the lessons are clearly linked to literacy. Lesson planning is always detailed and sometimes includes homework and key questions. Appropriate vocabulary is displayed and stories read are aimed at comprehension. Relationships are good; pupils demonstrate interest and usually behave well. The pupils in Year 2 also learn about Christmas, the Mu'adhni, and Ramadan.

167 Work in Year 1 is closely related to personal, health, social and emotional education and acts as a link between the Foundation Stage curriculum and religious education. This is appropriate, as many pupils have not clearly reached the Early Learning Goals by Year 1.

168 Religious education has a high profile in the school and there are always displays in each key stage. Timetables are firmly laid down and the subject takes its place within the time allocation. The school has a very strong link with the local Interfaith Centre and faith workshops take place for Key Stages 1 and 2. Pupils have also visited a church. Religion is seen as natural and real and pupils are learning to have balanced views. They are able to make links with their homes and to contribute by relating their own experiences. Festivals are celebrated such as Harvest, Eid and Christmas.

169 Management of the subject is very good and contributes to the improving standards. The co-ordinator is a co-author of the new locally agreed syllabus and a member of SACRE. She has attended a number of courses and has very good subject knowledge. This is the first year of a school-wide co-ordination since the school changed from a first school to a primary school and moved to a new site. The implementation of the new syllabus and procedures to assess progress has been successful.