

INSPECTION REPORT

ATLAS COMMUNITY PRIMARY SCHOOL

Manningham, Bradford

LEA area: Bradford

Unique reference number: 107295

Headteacher: Beryl Powell

Reporting inspector: Joyce Taylor
4275

Dates of inspection: 4th – 7th March 2002

Inspection number: 183901

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

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and Junior |
| School category: | Community |
| Age range of pupils: | 3 – 11 years |
| Gender of pupils: | Mixed |
| School address: | Lincoln Close Manningham Bradford West Yorkshire |
| Postcode: | BD8 8DL |
| Telephone number: | 01274 495190 |
| Fax number: | 01274 542824 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr J Shah |
| Date of previous inspection: | November 1994 |

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INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-------------------|----------------------|---|---|
| 4275 | Joyce Taylor | Registered inspector | | The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action |
| 13874 | Jane Chesterfield | Lay inspector | | Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers |
| 4295 | David Dodds | Team inspector | Science Information and communication technology Religious education | |
| 27337 | Sylvia Oultram | Team inspector | English History Music Special educational needs | |
| 30954 | Brian Ashcroft | Team inspector | Mathematics Design and technology Geography | |
| 12394 | Carole May | Team inspector | Art English as an additional language Equal opportunities The Foundation Stage | |
| 24030 | Jennifer Boothman | Team inspector | Physical education | Quality and range of opportunities for learning |

The inspection contractor was:

Primary Associates Limited
West Lancashire Technology Management Centre
Moss Lane View
Skelmersdale
WN8 9TN

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Atlas Primary School is situated in Manningham in the north of Bradford. The pupils are aged between 3 and 11 years. Two years ago the school converted from a first to a primary school. Currently there are 421 children who attend the school. This includes the 70 who attend the nursery part-time. The area has very significant social deprivation. Most children live in the immediate area, which is mainly private and rented terraced housing. Almost half of the children are eligible for free school meals, which is well above average. Over a quarter of the pupils are identified as having special educational needs, mostly for moderate or severe learning difficulties, and 2.6 per cent have statements. These figures are above average. The vast majority of children (99.4 per cent) are learning English as an additional language and many enter the nursery with very poor skills in their own language of Punjabi and with almost no English. When children start in the school their overall attainment is very low. The school experiences very challenging circumstances. Recruitment of new staff is very difficult and 12 teachers have left during the past two years.

HOW GOOD THE SCHOOL IS

This is a good school. By the age of 11 years the standards are below average in mathematics and well below average in English and science, although during their time in the school the pupils make good progress. The school provides a friendly and caring environment where learning is supported well. The teaching is good. The headteacher sets a clear direction for the school; she leads and manages the school well in meeting its aims. The school provides good value for money.

What the school does well

- The children make good progress during their time in the school in almost all subjects.
- The headteacher and deputy headteacher lead and manage the school well to provide a secure and friendly environment where the children are able to learn effectively.
- The teaching is good. The staff form friendly and purposeful relationships with the children and support them skilfully in lessons.
- The children with special educational needs are supported well and make good progress.
- The provision for the children's personal development is very good.

What could be improved

- The standards in English, mathematics and science.
- Attendance is very low.
- The behaviour of some boys in the playground is unsatisfactory, especially at lunchtimes.

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 November 1994, there have been good improvements. Standards in both key stages are higher than they were in mathematics, geography, design and technology, information and communication technology, and in the basic skills in literacy. Standards have risen in science in Key Stage 1 and in religious education and history in Key Stage 2. The staff are observed and supported effectively and all subjects are given an appropriate amount of time. The teaching is better. The governors are now more involved in the life of the school. The support for children needing help with their English is stronger, particularly in the nursery. The provision in the nursery is better overall. The systems to support children with special educational needs have improved. The supervision and range of play approaches at lunchtime have not improved and needs continued attention. Physical education is not as good as it was because some lessons start late and lessons are not always planned clearly.

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 | D | well above average A above average B average C below average D well below average E |
| mathematics | n/a | n/a | E | C | |
| science | n/a | n/a | E* | E | |

The national test results for 11 year olds, in 2001, were well below average in English and mathematics and in the lowest 5 per cent in science. When compared to similar schools the results show average standards in mathematics, below average in English and well below average in science. This was the first year that 11 year olds had been in the school so there can be no comparisons with previous years. A small proportion of children reached above average standards in all three subjects but many did not reach average standards. This is because almost all the children in the school are learning English as an additional language and about half of them need extra support with their English. A quarter of the children have special educational needs and about a third of the pupils in Year 6 took an extended holiday during term-time. This disrupted their work and standards slipped even lower. However, whilst test results are low, in almost all subjects the pupils make good progress during their time in the school from an extremely low starting point.

The standards of mathematics in the current Year 6 have improved, but are still below average. The standards in English and science are still well below average and progress in science is unsatisfactory because the children cannot work independently. Standards in the other subjects are average apart from religious education, where they are above average. The school sets appropriate targets for the children to achieve and these were met in 2001. The children in Year 2 reached standards that were in the lowest 5 per cent nationally in their national tests in 2001. Almost half the children were below average and very few reached above average levels. Many children in Key Stage 1 have poor levels of fluency and understanding in English and this strongly depresses standards. New methods of improving the children's English are now lifting standards. The standards of the current Year 2 are below average in reading, writing, mathematics and science and average in the other subjects.

The children in the nursery and reception classes are making good, and sometimes very good, progress. Children enter the nursery with very low standards, particularly in English. The children currently in the reception classes are reaching well below average standards in communication, language and literacy and below average standards in mathematics and personal development. Their standards in the other areas of learning are average.

The children with special educational needs make good progress. Their work is planned carefully and is challenging. Higher attaining children make good progress because they are given additional, effective support. The children at the earliest stages of learning English make satisfactory progress. Good support from bilingual staff is helping these children understand their lessons more readily.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--------|---------|
|--------|---------|

| | |
|-------------------------|---|
| Attitudes to the school | Good. Pupils are interested and concentrate hard. |
|-------------------------|---|

| | |
|--|--|
| Behaviour, in and out of classrooms | Good behaviour in lessons and around the school. Good behaviour from most children at playtimes although a few are too boisterous at lunchtimes. |
| Personal development and relationships | Good. Children work well together. The older children are becoming mature and handle responsibilities well. |
| Attendance | Very poor. This is because many children are taken on extended holidays during term time by their parents. |

TEACHING AND LEARNING

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

Of the 88 lessons seen, over six out of ten were good or very good and about three out of ten were satisfactory. Four lessons were unsatisfactory and these were in Key Stage 2. The teaching was particularly good in Year 1, where the lessons were fun and the work was at just the right level.

In the nursery and reception classes the children are given particularly good dual language support. This helps them understand what they have to do and helps them talk about their work in English and in their first language. More frequent opportunities for the reception children to learn through play would enable them to chat together and improve their English. In Key Stages 1 and 2 the teaching is good and ensures the children continue to progress well, particularly in history and religious education. Teachers are skilled at helping children learn well even though many children find it difficult to write much about what they know. However, in science, in lower Key Stage 2, the children are not taught to use their skills independently enough. In the few unsatisfactory lessons teachers did not provide work at the right level and as a result the children did not make enough progress.

English is taught well in Key Stage 1 and satisfactorily in Key Stage 2 where the teaching of handwriting is unsatisfactory for the older children. Across the school the children learn well how to spell out new words in ways that help both their reading and writing. They have less success in working out the meaning of what they read unless the text is very clear or simple. Mathematics is taught well and the children make good progress, especially in arithmetic. The teachers show the children how to calculate and help them explain how they have worked out answers. More opportunities for solving mathematical problems are needed. Pupils with special educational needs and the highest attaining children are taught well and they make good progress. Teaching for children at the earliest stages of learning English is organised effectively, particularly for the younger children. More needs to be done to build the older children's fluency and understanding of English.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Satisfactory. The school uses the national guidelines to ensure the curriculum is covered. Some physical education lessons need to be better organised. Activities outside lessons are good. |
| Provision for pupils with special educational needs | Good. The school has introduced the new national developments. Learning plans are clear and useful. The highest attaining pupils also |

| | |
|--|-----------------------|
| | receive good support. |
|--|-----------------------|

| | |
|---|--|
| Provision for pupils with English as an additional language | Good. Staff support the children well. Bilingual staff are particularly effective in making sure children understand written and spoken English. This needs to happen more often, particularly for older children who do not understand English very well. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good, especially for spiritual and cultural development. Provision for social and moral development is good. The school works very well to support the children in these aspects of their personal development. |
| How well the school cares for its pupils | Satisfactory overall. There are good systems to support the children and take care of them although some are too boisterous at lunchtimes. Progress in English and mathematics is monitored well but this information needs to be used more to plan what children need next. |

The school has established good links with parents and they are pleased with what the school offers. Bilingual staff are readily available to talk with parents in their own language and this is very helpful.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good. The headteacher and deputy set clear aims, of higher standards and a supportive learning environment, which are being achieved. Management is good; senior staff provide helpful support and make sure everyone is kept informed of school priorities. Leadership of some subjects needs improvement. |
| How well the governors fulfil their responsibilities | Satisfactory. The governors question the work of the school to check that all is well but need to follow up developments more strongly. |
| The school's evaluation of its performance | Good. The headteacher and governors have a clear view of how well the school is doing. Teaching and standards are checked and appropriate action is taken to make improvements. |
| The strategic use of resources | Good. Most resources are of good quality and are used well. The school receives a generous budget and spends wisely. |

The accommodation is adequate and is well maintained. The pupil numbers are falling and there are good plans for the future use of the accommodation when some space is released. Staffing levels are very good and staff meet the needs of the children well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • The children like school. • The teaching is good. • The school expects the children to work hard. • The school is helping the children become more mature. | <ul style="list-style-type: none"> • The amount of homework. • The range of activities outside lessons. |

The inspection team agrees with the parents' positive views. The school provides a wider than average range of activities outside lessons and the range and amount of homework is typical of most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Almost all the children are striving to become bilingual learners. Almost half of the children are eligible for free school meals and over a quarter have special educational needs. Many families take extended holidays to visit relatives in Pakistan. Last year over a third of both the Year 2 and the Year 6 children took several weeks holiday during term time. These features strongly influence the children's learning, particularly as they become older.
2. In 2001, in their national tests, the children who were 11-years-old reached standards that were well below average in English and mathematics and that were in the lowest 5 per cent in science. When compared with schools having a similar proportion of free school meals, the standards are average for mathematics, below average for English and well below average for science. The percentage of children who reached the higher Level 5 in English and mathematics was average when compared with similar schools. About a third of children only reached the lower Level 3 and this is many more than usual. In mathematics, the girls reached higher standards than boys. This is because the girls concentrate better and show greater enthusiasm for the subject. The standards were the same for boys and girls in English and science. The school was reorganised from a first school to a primary two years ago and this was the first group of children in the school to take their national tests at the end of Key Stage 2.
3. The children in Year 2 who took their national tests in 2001 reached standards that were in the lowest five per cent in reading, writing and mathematics. When compared with similar schools, their standards were well below average. Boys and girls reached similar standards. The children did slightly better in mathematics than in reading and writing, with about two in ten reaching above average levels. Few children reached these levels in reading and in writing about eight out of ten children reached below average standards. In 2000, the standards fell sharply. They recovered in mathematics in 2001, but remained low in reading and writing. The school has identified that almost half of these children had special educational needs, and this caused the results to fall and remain low in 2001. Good and sometimes very good teaching in mathematics has caused standards to improve. In science, the proportion of children in Year 2 reaching the expected levels was well below average and no pupils reached above average levels because they found the scientific language difficult to manage.
4. When the children start in the nursery, their overall attainment is very low in all areas of learning. It is particularly poor in spoken language where the majority of children do not manage to score at all. Almost all of the children are learning English as a second language but about half are not very secure in their first language. When they enter the reception classes, about nine out of ten of the children are reaching standards that are expected on entry to the nursery. The standards reached by the current reception children show that they have achieved well during their time in school. Their standards are well below average in communication, language and literacy, below average in mathematics and personal development and average in the other areas of learning. The children make good progress in learning English in the Foundation Stage. By the time they are six, the higher attaining children can convey meaning efficiently using short phrases and sentences. The rest take longer to acquire spoken

English. They can speak two or three word phrases and understand English if visual and contextual clues are available.

5. The children who are currently in Year 2 have made good progress during their time in the school. However, their standards are below average in reading and writing, mathematics and science. This is because they are still struggling to work in English. For example, a higher attaining child in Year 2 easily read 'as pretty as a picture', but he was completely unable to explain what this meant or relate it to the story. The standards in all the other subjects are average because the children work at many practical tasks and write briefly but clearly showing what they understand. There is good support to help the children improve their understanding of written and spoken English. Several new initiatives extend the children's speaking skills through, for example, discussion periods during lessons. This was seen in a Year 1 science lesson, the children were asked to talk to a partner about what they knew and be ready to provide information for the rest of the class. Those Key Stage 1 children at the earliest stages of learning English still need a great deal of help. Their standards are still well below those of most children of their age. Their overall rate of progress is good but in reading and writing it is slowed by their inability to understand a lot of what they read.
6. In Year 6, the children are reaching below average standards in mathematics. This is an improvement resulting from useful developments in the teachers' skills and knowledge. Children reach well below average standards in English although new methods to improve their understanding are beginning to increase the rate of progress. In science the standards are well below average and the children make unsatisfactory progress. Too frequently pupils copy text from the board or use worksheets, rather than learning to apply scientific vocabulary for themselves. By the time pupils reach Year 6 teachers still need to explain fairly basic scientific vocabulary. Standards are average in the other subjects, apart from religious education which is above average. In music the oldest children inspected were in Year 4 and their standards are above average. The children continue to make satisfactory and sometimes good progress in these subjects. The standards are average for reading and spelling although most pupils still accept the text at 'face value' and do not understand the underlying implications. The progress for the pupils at the earliest stages in acquiring English is satisfactory although the standards they attain at the end of the key stage remain well below national expectations. They are able to take a more independent part in lessons but continue to need support in developing spoken and written English, and in understanding the books used to teach the subjects.
7. The children with special educational needs achieve well overall, in relation to their abilities. This is because their needs are identified clearly and the support they receive, both in class and in small groups, is often very good. Individual learning plans set out targets for improvement and are sufficiently detailed to guide pupils' learning. All the individual learning plans are reviewed regularly to ensure pupils are making appropriate progress and new targets set. Parents are kept fully informed about progress. Higher attaining children also make good progress because of the good teaching they receive. These children in Years 5 and 6, for example, have time with a specialist teacher out of their classes for extra support.

Pupils' attitudes, values and personal development

8. The school has maintained high standards in this aspect of its work since the time of the last inspection. Pupils have good attitudes to their learning and to the other

opportunities the school offers them. They are interested and motivated in class, and make every effort to concentrate hard. This is an especially good achievement for the younger pupils who are at the earlier stages of learning English. In a Year 1 literacy lesson, for example, pupils listened carefully to their teacher's instructions and did their best to clap out the number of phonemes in different words. Pupils try hard and get on with their tasks unsupervised whenever they can. Higher attaining pupils in a Year 4 numeracy lesson, for example, were proud to be able to complete their work on products and totals without any fuss or query. Pupils appreciate the good range of extra-curricular activities available to them and are keen to be involved. These clubs are always well attended.

9. Behaviour in lessons and around the school is good. In most classes pupils settle very quickly and follow instructions without question, so that teachers do not have to waste time establishing order. A few pupils in some classes have difficulty behaving well all the time, but these pupils are well managed by teachers and support staff. Behaviour in the playground is usually satisfactory. However, the lack of facilities outside means that pupils are often bored as they have nothing constructive to do. Consequently some pupils, mainly boys, behave too boisterously in the playground, particularly at lunchtime. This is not always well managed by supervisory staff, so the pupils concerned are not discouraged from behaving in this way. There have been three fixed period exclusions in the last year.
10. Relationships in the school are good. Pupils get on well together and with their teachers and support staff. Many are very polite and helpful to visitors. Boys and girls cooperate amicably in class, though they usually choose not to socialise with one another in the playground. The antagonism between some boys and girls that was noted during the last inspection is no longer apparent. The pupils respond well to the school's good provision for their personal development. As they progress through the school, pupils are becoming aware of the world around them, and of their place in the school community and wider society. They are absorbing the school's moral and social values and acting according to these principles for most of the time. Those who have the chance to take on responsibility do so with a sense of pride and a recognition of their duty to others. For example, the members of the school council are full of enthusiasm and commitment to make the school a better place. Their current priority is to improve the playground for everyone, and they know what they and their classmates should do to achieve this. Pupils enjoy the exposure that they have to a wide range of Western and Eastern cultures, and make the most of the chances they have to use their talents to represent the school, for example in music festivals or sport.
11. Pupils' attendance at the school is very poor. Only 5 per cent of primary schools in the country have a similar amount of absence. Apart from the usual reasons of illness, the very high levels of absence are caused by parents taking their children on extended trips abroad. Almost all pupils are removed from school to visit their families' country of origin at least once during their school career. This invariably slows down the pupils' learning, particularly if they are at the early stages of learning English. It also hinders the school's efforts to help pupils who could attain well. In one year group, for example, additional classes for the highest attaining children had to be abandoned because all the pupils involved had gone abroad with their parents. Unauthorised absence from the school is below the national average. Most families ensure that their children come to school regularly and do not keep them at home for unacceptable reasons. The majority of children arrive promptly each morning so that lessons can begin on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching is good overall. During the inspection 88 lessons were seen and over six out of ten were good or very good and about three out of ten satisfactory. Four lessons were unsatisfactory. The very good teaching is spread through all year groups and matches the teachers' good subject knowledge. The unsatisfactory teaching all occurred in the Key Stage 2 classes and was caused by not providing work at the right level. Particularly good teaching was seen in Year 1 where the lessons were lively and matched the children's level of understanding extremely well.
13. The teaching has improved since the last inspection through regular monitoring by the headteacher and senior staff. Following observation visits to lessons there have been helpful discussions and written reports on the teaching. This has enabled the teachers to improve their effectiveness in many subjects. In mathematics, for example, the teachers have been helped with the teaching of mental arithmetic. This aspect is now good because the activities help the children recall and use their mathematical knowledge very effectively. They are making good progress across the school. The teachers are skilled at making sure the children reach average standards in the non-core subjects through well planned lessons that do not rely too much on extended written work. The children learn about subjects such as geography through good use of resources like maps, videos and pictures. This enables them to form secure views about their work. Although they may find it difficult to write, they can explain and show what they have learned using their books.
14. Good teaching ensures the children settle down and learn effectively. The children like their teachers and respond confidently in lessons. The teachers encourage everyone to contribute and they usually check that all the children are getting on with the work. Where this did not happen, in two lessons, the children were unable to continue because they did not understand what they needed to do next. In most cases, however, the lessons are managed well and the children make satisfactory and often good progress. In an information and communication technology lesson in Year 2, for example, the teacher organised the children into pairs so that they could take turns and help each other. All of them improved their skills of programming instructions in a correct sequence to make the electronic machine move correctly.
15. The school has difficulty recruiting new teachers and there is a high turn over of staff. As a result there are often temporary teachers in the school. When this happens the children can sometimes show very challenging behaviour and their learning can be disrupted. This occurred briefly during a physical education lesson in Year 2 and the teacher needed to calm the children down firmly. This lesson illustrated that, although very effective class management and relationships exist throughout the school between the children and their regular teachers, some children can behave badly when their teacher is replaced. In almost all lessons the teachers manage the children very well so that the behaviour is good. The good relationships that are developed between teachers and children mean that most lessons proceed briskly. On two occasions, during the inspection, however, classes arrived quite late for physical education lessons. This unsatisfactory timekeeping meant that these lessons were shorter than they should be and the children made unsatisfactory progress.
16. The teachers are effective at teaching the basic skills of literacy. As a result children's standards in dealing with individual words and in reading sentences are average in many cases. For example, a small group of Year 3 children were asked, during a lively and fun session, to find words with a 'split digraph' a-e. They understood this

technical term and after a little thought identified the rhyming words 'make, cake, lake'. This good teaching, provided in classes and withdrawal groups, is giving the children a strong grounding in how to manage the English language. The pupils are given many opportunities to listen to the staff and talk about their own work during lessons. When they do not understand there is often a bilingual member of staff to explain. This works well and helps the children grasp the point of the work. Despite this good work the use of these skills in English to improve understanding when reading and listening is still below average in Years 1 and 2.

17. In Key Stage 2, the teachers work effectively to ensure the children make satisfactory progress and children improve their use of English. The curriculum becomes much more difficult in Key Stage 2 and good opportunities are provided in some lessons for pupils to discuss ideas in pairs. Teachers sometimes encourage children to do this in whichever language is most comfortable. This does not happen often enough, nor do teachers pair the children so that a more fluent English speaker partners one who finds English more difficult. Specialist teachers of English as an additional language provide good support in all classes throughout the school. They help ensure that children understand what is being taught. They work with small groups helping children improve their speaking, listening, reading and writing skills.
18. The basic skills of numeracy are taught well across the school. All the teachers have a good understanding of how to move the children forward and plan snappy mental arithmetic sessions that stretch the children. The teachers have been supported well through regular training sessions and through help to improve their teaching. This has led to improved standards for pupils.
19. The teaching of pupils with special educational needs is good overall and often very good. Detailed records are kept so that staff know where pupils are up to and next steps can be planned. Those pupils who have statements of special educational needs receive good help and support, so that they are able to take a full part in the lessons and other school activities. In classrooms and in withdrawal groups the teachers and classroom assistants are very skilled at meeting the needs of the pupils. Children who are having difficulty with managing their behaviour are well supported by the two experienced and skilful learning mentors. The highest attainers are taught well and challenging programmes of work are planned for them. A specialist teacher withdraws groups from Years 5 and 6. During these lessons the children work at advanced English and mathematics tasks that enable them to reach high standards.

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

20. The school provides a satisfactory curriculum for the children with an emphasis on the core subjects of English, mathematics and science. The school uses the nationally recommended schemes of work to make sure all subjects are covered but still needs to develop aspects of investigation and enquiry in mathematics and science. The curriculum for physical education is disjointed in some year groups where teachers take too little account of the scheme of work. This leads to some lessons not providing the correct level of work. The curriculum is better in the subjects where the schemes have been adapted to meet the needs of the children and relate to their own experiences. This was seen in geography, for example, where the children study Pakistan and compare that country with England. Some aspects of the curriculum are very good, such as the broad range of extra-curricular activities and the provision for the children's personal development.

21. The English curriculum is satisfactory. There is very good provision for the basic skills of sounding out words and spelling because the teachers are skilled and knowledgeable, but handwriting is unsatisfactory and this results in untidy work by the oldest pupils. Almost all the children are bilingual learners and occasionally they do not receive enough support to understand English. The Numeracy strategy has been implemented well and is contributing to improved standards in mathematics. In all aspects of curriculum all the pupils have the same opportunities for learning.
22. The curriculum for the nursery and reception children is good with some very good aspects. It meets the needs of the children well in almost all circumstances. The nursery children are given plenty of opportunities to talk informally to staff and to each other when engaged in the very wide range of play activities available. In the reception classes, however, most of the curriculum is timetabled for teacher led lessons and this restricts time for children to talk informally to staff and to each other in play-based activities.
23. There is good provision for pupils with special educational needs. It has improved since the previous inspection. The school has introduced the new special needs Code of Practice. Pupils learning plans are clear and concise and they detail the programme of support required. The highest attaining pupils have been identified and their work is matched well to their needs.
24. Provision for personal, social, health and citizenship education is satisfactory. The subject is planned and organised appropriately, with relevant topics taught to pupils of all ages. Drugs education is included at a suitable level for all year groups. The school has recognised the particular importance of the theme of citizenship for its pupils, and has made a good start at developing this area. During the inspection, for example, Year 4 pupils considered the various communities to which they belonged and the need for tolerance of other communities co-existing alongside these. The governors have made an appropriate decision to provide sex education through the science curriculum.
25. The school has established good links with the local community, which they use to support the curriculum and help pupils to feel part of the wider community. Effective activities have been initiated by the headteacher and specialist staff (learning mentors), who have been appointed to strengthen links between the school and home and to help unsettled pupils. The learning mentors in particular have worked hard to develop some very good new initiatives that give pupils a sense of their role in society. Some pupils have had the chance to meet the Lord Mayor of the city, for example, and recreate their own mayoral election. Others have taken part in the Bradford Festival and represented their school in the parade through the city. Links with other schools are also good. Pupils benefit from the opportunity to share the facilities and skills local schools have to offer, in areas such as sports and computer work.
26. The school's provision for the pupils' spiritual, moral, social and cultural development is very good. Considerable effort and imagination are used on behalf of the pupils. This is an undoubted strength of the school. The staff have worked hard to make the school a happy, harmonious, tolerant and welcoming place with a wide range of valuable experiences for its children. The pupils own culture, beliefs and values are celebrated and respected whilst at the same time they are introduced to the other aspects of life, religion and culture that make up living in Britain today.

27. Spiritual awareness is very well supported by the high priority the school places on the assemblies and worship. For example, each week the children attend an assembly where a visiting religious leader tells the children stories from their own culture, with prayers and songs drawn from their Islamic tradition. There is a delightful mix of Punjabi and English that gives the children a sense of being valued. A strength of the provision is seen through the opportunities that are provided for the pupils to relate their knowledge of the other major religions to their own faith and daily experience. Opportunities for children to have special moments of wonder occur frequently throughout their studies. This was seen when Year 6 pupils, in their studies about war, were struck by the enormity of separation from family and friends through evacuation.
28. The school places a high priority on children's good behaviour, tolerance of others' beliefs and knowing right from wrong. Pupils devise their own classroom rules. The school provides learning mentors for those pupils who find aspects of school life difficult. All year groups use the 'Life Caravan' trailer that visits school regularly to provide an environment where the children can reflect upon the uses and abuses of drugs and substances. The school's policies on behaviour and anti-bullying are applied consistently and sensitively within school, and teachers take time to explain the consequences of inappropriate behaviour on others. This provision is weaker at playtimes, particularly lunchtimes when supervisors do not always insist on correct behaviour.
29. The school provides many good social experiences. There are opportunities for the pupils to participate in a wider range of activities than is normal. They meet people from other walks of life including the police and road safety officers, sportspeople, such as the Bradford Bulls rugby league team, and managers and workers in local shops and supermarkets. They meet representatives of local and national charities, and help raise money for worthy causes. The school provides many opportunities for children to work together. Group work is a feature of many lessons. The provision for pupils to develop a sense of responsibility is good. A boy in Year 6 noticed that two of his neighbours were struggling with a computer task and voluntarily went to their rescue. He finished by saying 'Do you understand now?' Each class has 'official helpers' for routine tasks.
30. The school recognises the need for the children to have a wider experience of the cultures represented in Britain today and has made very good provision. The children's own cultures are respected and used well, and placed alongside experiences from other cultures. Within school there are art, pottery and textile clubs, and in subjects like music, art and religious education pupils learn about, and experience, work from many cultures. Artefacts are used to promote discussion about the faiths of many people. Theatre groups perform in school. All classes have a suitable programme of visits to galleries, museums, places of worship and locations for learning about history, geography, environmental issues and science. The Inter-Faith Centre provides artefacts to support the study of world religions and staff, for example to lead assemblies. The school has received national funding for dance, drama and environmental work. Pupils participate in performance and festivals. This help is valuable to the school and provides the children with a broad experience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school monitors its pupils' personal development carefully and gives them and their families good pastoral support, particularly when they have difficulties. The school successfully identifies pupils who need additional help for personal reasons,

perhaps because they find it hard to concentrate in lessons or to come to school on time. These children are given well targeted support from the learning mentors, who match work closely to the children's needs. Similar high quality support is provided for the school's youngest children, in the nursery. Here the good number of bilingual staff help children who speak little English to feel at home and overcome any worries they have about settling in.

32. Not all the school's routines work so well, however. The school's playground organisation and supervision are unsatisfactory, and this means that the attention given to pupils' welfare is not satisfactory for part of the school day. This was a key issue at the time of the last inspection and has still not been adequately resolved. The school playgrounds are bleak and have few play facilities and no quiet areas for the children. At lunchtime, staff are sometimes unassertive and boisterous behaviour goes unchecked. There is no small play equipment available at lunchtime and staff do not lead or encourage games. As a result of these factors, pupils can find the playground to be an unhappy place, where friends fall out and accidents happen.
33. In other respects, the school cares for its pupils well. The attention given to child protection issues is good, and staff are vigilant about its pupils' well-being in and out of school. Pupils are taught appropriately about keeping safe through their personal, social, health and citizenship education lessons. Health and safety matters are managed well, and there are good arrangements and facilities for administering first aid. Staff have high expectations for behaviour and maintain discipline well in class and around the school. They have a consistently positive but firm approach to pupils and set good examples for them in their own behaviour. The school is very aware of any possibility of racist behaviour and takes this very seriously.
34. The steps taken to improve attendance are satisfactory. Good systems for chasing up and monitoring absence have been established, but staff absences have meant that it has not always been possible for the school to implement all of these fully all of the time. There is limited support available to the school from the education welfare service, despite the very high levels of absence which the school experiences.
35. The school has recently improved the assessment procedures to take good account of the information provided by test results. Effective use is made of electronic assessment systems to check the progress made by individuals and groups of children during their previous year in school. This information is used to identify the children who need particular types of support from specialist staff and to group the older children in sets for English and mathematics lessons. The systems are used effectively to show what the children should achieve based on their earlier standards and this helps the staff set appropriate targets. Shorter-term targets, for the children to meet during the year, are set for English and mathematics. These are more effective for mathematics than for English where the targets are too broad. The targets for both subjects are taken from the National Strategies for Literacy and Numeracy but are not linked to the National Curriculum levels and, as a result, staff cannot easily identify the children's rate of progress.
36. There are no assessments for other subjects as yet and this means that the staff are unable to monitor the children's progress in all subjects. A further result of this is the difficulty experienced by teachers when writing the annual reports to parents. The lack of information means that the staff record the content of the curriculum covered instead of the standards children reach.

37. The specialist English as an additional language teachers each monitor and assess the progress made by the children they work with, but at present there is no common, agreed format. As a result, the children's progress in improving fluency and comprehension in written and spoken English is not tracked by all teachers. This has contributed to widening the gap between these children's standards in English and the national average.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school is successful in building positive relationships with its parent community. Parents are pleased with the school and what it offers their children. They feel that their children are happy at school and that they are working hard and becoming mature and responsible. Parents are satisfied that the school keeps them up to date with how their children are getting on. These positive views are well founded, although the quality of the school's verbal communication is better than its written information. A few parents have expressed dissatisfaction with the provision for homework and for extra-curricular activities, but these concerns are not justified. The range of additional activities available is good, while the use of homework is similar to that found in many primary schools. Some parents are rightly worried about behaviour and supervision in the playground at break and lunchtime. The school needs to tackle these issues in order to put parents' minds at rest.
39. The school has established good links with parents, which are relevant to their needs. It makes very good use of its bilingual staff to communicate with parents in their home languages. These staff are readily accessible to parents at the beginning and end of the day, for example, and at parent teacher consultations when they are able to interpret if necessary. The home school liaison staff and the learning mentors are also well deployed to work with parents when their children's circumstances require this. The home school liaison teacher, for example, undertakes home visits before children start in the nursery, and is able to help prepare both parents and children for their new experience. The learning mentors, meanwhile, make contact with parents whose children are having difficulties with behaviour or attendance, for example, and work with them to resolve these problems. These staff have established some good initiatives designed to draw parents into the school and help them to help their children. The English groups for women, for example, are well attended and greatly appreciated by their participants who want to be able to help their children with their learning at home.
40. Reports to parents on their children's progress are unsatisfactory. This is because they do not meet the legal requirement to report to parents on their children's progress in every subject studied. For subjects other than English, mathematics and science, comments are restricted to a statement on what work has been covered. This means that parents do not know how well their children are doing across the curriculum. The language of the reports often contains jargon, which is not straightforward for parents to understand. Other written information produced by the school is satisfactory. The prospectus and the governors' annual report contain all the required details, regular newsletters are sent out, and most teachers provide useful information on the work they will be covering each term. Apart from the newsletters, though, these documents are not particularly well aimed at their target audience.
41. Parents' contribution to their children's learning is unsatisfactory. This is because so many parents fail to support the school's work through taking their children on prolonged trips abroad. Parents do not recognise or acknowledge the harm that this does to their children's progress. Nevertheless, most parents uphold the values of the

school and appreciate the benefits of education and the efforts made by staff. Parents want their children to do well, though their own lack of English often prevents them from giving their children the practical help they would like.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher provides good leadership and manages the school well. She has a very clear vision of what sort of school this should be. She and the deputy work very well together to develop a calm and friendly environment where good learning can take place. In this way the school, successfully, helps the children cope with some of the immense difficulties they encounter in the wider community. All the staff support the headteacher and deputy very well, they are strongly committed to moving the children's learning forward within a happy and purposeful situation. There is a new programme to help the children understand the meaning of citizenship. Good, fairly recent initiatives are ensuring the children understand what this means.
43. There have been important improvements over the last few years. In particular the standards have risen in several subjects including mathematics, design and technology, history, religious education, information and communication technology and aspects of English. Teaching is better. The support for the children with special educational needs is stronger and these children generally make good progress. The children who have little English, particularly the youngest pupils, are supported more effectively and are making good progress by the end of Year 2 and satisfactory progress by the end of Year 6.
44. One central task of the school, to improve children's fluency and understanding in English, is supported well by very good literacy projects. These are most effective in the nursery, reception and Year 1 and 2 classes and standards have improved as a result. This work towards improvement has been interrupted by the long-term absence of one coordinator for English and the lack of success in appointing another. As a result, the recent developments are moving through the school more slowly than hoped. The children are taught the basic skills in English particularly well by their class teachers and additional, sometimes part-time, staff. The use of the specialist teachers, paid for from additional funding for teaching children who are learning English as an additional language, are deployed well.
45. The improvements in mathematics have been very successful. The two coordinators lead the subject well and, through effective training, have ensured that the teaching skills of the staff are now good. Monitoring, to ensure the mathematics policy is implemented properly, has been a high priority and advice has been given to the teachers when necessary. As a result, there has been a steady improvement in the children's standards and achievement.
46. The school evaluates how well it is doing through several effective strategies. The teaching is monitored and staff are given advice on how to improve. This has worked well in almost all curriculum subjects, apart from aspects of science and physical education in Key Stage 2. There has been insufficient support in these subjects and some of the curriculum is unsatisfactory. This is because the school has not been able to appoint full-time subject leaders. This has been achieved recently for physical education but not for science. The senior staff have been deflected from providing support in these subjects by the constant staff turnover and the need to manage and support new staff. Most subjects are led by two teachers, who work in different key stages. Recent staff changes, or absences have left gaps in the leadership of some subjects and, despite the school's best efforts, this has interrupted the planned

improvements. The chair of governors observes lessons alongside the headteacher and they discuss how effective the teaching is. The school also monitors the pupils' test results. This is done efficiently and the findings are used well to plan future support for individuals and groups of children. The examination of this data has contributed to the improvements in mathematics and the introduction of support strategies in English.

47. The school has a large staff with a high turnover. Seventeen new teaching appointments have been made during the past two years. The headteacher gives a considerable amount of time to managing this process and good appointments have been made. Sometimes, however, there are no applicants for vacant posts or no appointments can be made at interviews. When this happens short-term appointments are made and the other teachers help out by taking on extra responsibilities. This puts considerable pressure on some staff, who work hard, but are torn between important priorities. There are 17 support assistants in the school who also take groups or work alongside the teachers in the classes. All these additional staff are managed well and contribute strongly to the children's learning. New staff are given good support in order to fit in with the style and expectations of the school and this helps to ensure the children's learning progresses smoothly.
48. There is a group of senior teachers who lead teams of staff and who work together to plan the support for teachers across the school. For example, they plan timetables and identify the groups of children who work with the support staff. The headteacher delegates this responsibility to the senior staff very well. They meet with her and the deputy, to discuss major decisions, before holding team meetings. Minor decisions concerning the day-to-day running of the school are made by the team leaders. The system works efficiently and all class teachers have a senior colleague to turn to if necessary. The team leaders make certain that all decisions affecting the organisation of the school are passed on to their team members. Their leadership is good.
49. Special educational needs is managed well. Systems and procedures are clear and well organised. The coordinator, who is new, liaises effectively with all teachers and support staff to monitor progress and review individual learning plans. She gives good guidance to staff and has ensured that they receive appropriate training. The governor, with responsibility for special educational needs is employed within the school. He has a very clear understanding of priorities in the area and through his own work as a learning mentor has a strong impact on provision. The coordinator for the highest attaining children has a very clear view of how to develop this area in the school. She works closely with the teachers to identify children who will benefit from the provision and plans activities that compliment and extend their work.
50. The governors work hard to support the school. They are concerned for the children to do well and want the standards to improve further. They have a clear understanding of the strengths and weaknesses of the school. They strongly support the introduction of citizenship into the programme for the children's personal development. Governors carry out their statutory duties appropriately.
51. The school makes effective use of its funding. The headteacher and the bursar work closely together to manage and administer the budget, and have a very good understanding and control over where the money is coming from and where it is going. Spending is discussed regularly with the governors and they have a good grasp of the budget that is needed to finance developments. The school improvement plan is clearly costed and finance is well targeted at the school's priorities. Last year,

for example, the school accrued a large under-spend as a result of the local education authority reorganisation. This year, the money has been used sensibly to increase the number of support staff working with pupils with special needs and at the early stages of learning English. The special grants received by the school are used well for the purposes for which they are intended. Money for special education needs and for pupils with English as an additional language is effectively spent on providing staffing and resources for those areas. The school makes the most of extra grants such as the Excellence in Cities money. The learning mentors funded from this fulfil a valuable role supporting pupils and their parents so that they are better able to benefit from the opportunities the school offers. The principles of best value are applied well by the school. The role of the bursar is a particular strength here. Comparisons with other schools and their approaches to using the budget are considered. This means that the headteacher and the senior staff are well informed when they evaluate their school's performance against that of other schools and assess whether they are spending their funds to the best advantage.

52. The accommodation is satisfactory. The school was open-plan and this has been changed by partitioning areas to create teaching bays and extra classrooms. The playgrounds are small and bleak, there is little space for seating or play equipment and vandalism is a problem. Resource provision is good in the core subjects and satisfactory in the other subjects. There is a computer suite, well placed in the middle of the teaching areas, that provides a good learning base for the children. There is a good collection of resources and artefacts for all world religions to support the teaching of religious education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to improve the good work achieved by the school, the headteacher, staff and governors should:
- a) Raise the standards in English by ensuring the existing initiatives are implemented throughout the school to:
 - use more familiar texts in English lessons and ensure children understand by providing specific explanations and translations as a means of improving comprehension;
 - improve the standards of handwriting and presentation in Key Stage 2;
 - provide more opportunities for the children in the reception classes to use English in play situations.(paragraphs 2, 3, 17, 22, 70, 71, 72, 74, 75, 76)
 - b) Raise the standards in mathematics by widening the curriculum to include more opportunities for investigation and problem solving.
(paragraphs 2, 3, 20, 82)

- c) Raise the standards in science by:
- Ensuring the children develop skills to record their work independently rather than relying on worksheets or copying from the board;
 - Providing more opportunities for investigation, problem solving and conducting science experiments with greater independence;
 - Ensuring children use more scientific terminology in both discussions and written work.
- (paragraphs 2, 3, 6, 20, 84, 85, 86,)
- d) Improve the children's attendance by extending information for parents about the damaging effect of extended family holidays during term time.
(paragraphs 1, 11, 41,)
- e) Improve the playground supervision at lunchtimes by:
- providing a range of interesting and appropriate activities for the children to do at playtimes;
 - ensuring that lunchtime supervisors are properly trained in managing the children's behaviour.
- (paragraphs 9, 28, 32,)

In addition to the aspects above, the following less important development points should be considered for inclusion in the action plan.

- (i) Develop assessment procedures to:
- More closely monitor the progress of the children who need particular support in learning English as an additional language;
 - Identify what children need to learn next in order to move through the National Curriculum levels more rapidly.
- (paragraphs 36, 37, 46)
- (ii) Provide more opportunities for the children to use information and communication technology across the curriculum.
(paragraphs 76, 106)
- (iii) Use the annual reports to parents to explain the standards children reach rather than the content they have covered.
(paragraph 40)
- (iv) Improve the subject leadership in physical education in Key Stage 2 and ensure lessons start promptly.
(paragraphs 15, 20, 46, 111, 113.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 88 |
| Number of discussions with staff, governors, other adults and pupils | 53 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 19 | 39 | 25 | 4 | 0 | 0 |
| Percentage | 1 | 22 | 44 | 28 | 5 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 35 | 351 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 156 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 12 |
| Number of pupils on the school's special educational needs register | 5 | 146 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 419 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 38 |
| Pupils who left the school other than at the usual time of leaving | 51 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 9.0 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.1 |

| | |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| 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 |
| | 2991 | 33 | 28 | 61 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 19 | 20 | 25 |
| | Girls | 19 | 22 | 22 |
| | Total | 38 | 42 | 47 |
| Percentage of pupils at NC level 2 or above | School | 62 (67) | 69 (61) | 77 (61) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 19 | 23 | 18 |
| | Girls | 22 | 20 | 20 |
| | Total | 41 | 43 | 38 |
| Percentage of pupils at NC level 2 or above | School | 67 (65) | 70 (65) | 62 (61) |
| | 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 | 28 | 17 | 45 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 13 | 15 | 17 |
| | Girls | 11 | 12 | 10 |
| | Total | 24 | 27 | 27 |
| Percentage of pupils at NC level 4 or above | School | 55 (n/a) | 61 (n/a) | 61 (n/a) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 14 | 15 | 17 |
| | Girls | 12 | 9 | 9 |
| | Total | 26 | 23 | 21 |
| Percentage of pupils at NC level 4 or above | School | 58 (n/a) | 51 (n/a) | 47 (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 | 2 |
| Pakistani | 275 |
| Bangladeshi | 20 |
| Chinese | 1 |
| White | 0 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 19.5 |
| Number of pupils per qualified teacher | 18 |
| Average class size | 26.9 |

Education support staff: YR – Y6

| | |
|---|-------|
| Total number of education support staff | 18 |
| Total aggregate hours worked per week | 437.7 |

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 | 97.3 |
| Number of pupils per FTE adult | 10 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|----|
| Number of teachers who left the school during the last two years | 12 |
| Number of teachers appointed to the school during the last two years | 17 |

| | |
|--|---|
| 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) | 2 |

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 | 2 | 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.

Financial information

| Financial year | 2000 - 2001 |
|--|-------------|
| | £ |
| Total income | 945710 |
| Total expenditure | 888321 |
| Expenditure per pupil | 2266 |
| Balance brought forward from previous year | 28051 |
| Balance carried forward to next year | 85440 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 421 |
| Number of questionnaires returned | 68 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 75 | 24 | 0 | 0 | 1 |
| My child is making good progress in school. | 51 | 43 | 1 | 0 | 4 |
| Behaviour in the school is good. | 53 | 29 | 7 | 0 | 10 |
| My child gets the right amount of work to do at home. | 44 | 28 | 15 | 3 | 10 |
| The teaching is good. | 60 | 35 | 3 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 57 | 34 | 7 | 0 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 59 | 29 | 7 | 0 | 4 |
| The school expects my child to work hard and achieve his or her best. | 63 | 31 | 3 | 0 | 3 |
| The school works closely with parents. | 49 | 37 | 6 | 1 | 7 |
| The school is well led and managed. | 56 | 26 | 4 | 0 | 13 |
| The school is helping my child become mature and responsible. | 60 | 28 | 4 | 1 | 6 |
| The school provides an interesting range of activities outside lessons. | 47 | 29 | 9 | 1 | 13 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. When the children start in the nursery, their knowledge, skills and understanding are very much lower than expected for their age. Almost all the children have English as an additional language. Only a few children are in the early stages of speaking English, and most do not speak any at all. Many children have lower than average skills in their first language. The children make good progress in the nursery due to the good quality teaching and the wide range of activities provided. Staff use skilled intervention to help the children to acquire English. By the time the children move into the reception classes, they have made good gains in all six areas of learning. By the end of the reception year, children have met the expected level in knowledge and understanding of the world, and creative and physical development. Although they have made good progress in personal and social development and mathematics their attainment is lower than expected for their age. Despite good progress, standards in communication, language and literacy are still well below expected levels.
55. Staff work hard at developing links between the home and school. A teacher visits children at home and accompanies parents and children on visits to the nursery before they start. Many staff speak Punjabi. This is helpful to many parents and children.

Personal, social and emotional development

56. By the end of the reception year, most children are still below the standard expected for their age. The teaching is good in the nursery and children make good progress. Satisfactory teaching leads to satisfactory progress during their time in the reception classes. Children settle into the nursery quickly and are happy and confident with adults. Most children play happily alongside one another when they first start nursery, although they often flit from one activity to another. The more confident and mature children play cooperatively together and concentrate on a task for a reasonable length of time. The children's independence and social skills are developed through a range of useful activities. For example, they choose when to have their snack and sit in a small group with a member of staff who helps the children to learn the English vocabulary to describe what they are eating. She also helps them to engage in social conversation and includes each one in the conversation. This is quite hard work due to the children's lack of spoken English. In the reception classes the whole class has snack together and, although the staff engage the children in conversation, the size of the group means that too few children get the chance to speak in a social context.
57. Sometimes, the lack of appropriate vocabulary leads to awkward behaviour in the nursery. For instance, because he did not know how to ask another child to move, one child climbed over the back of his chair so that he could leave the table. When spoken language is not needed, children behave in very responsible ways. On noticing that the potting compost had been spilt on the floor, one boy used his own initiative and fetched a dustpan and brush and cleared it up. As soon as children acquire sufficient vocabulary, they become more sociable and make friendly approaches both to one another and to adults. One child was pleased to tell the others about his new baby and another about the new vacuum cleaner they had at home. In structured lessons in the reception classes, the staff are good at encouraging children to talk and they check pupils understanding well. However, there are too few opportunities for reception class children to select activities for

themselves or to socialise informally with one another or with adults in small groups. Throughout the nursery and the reception classes the behaviour of the children is very good. The warm, friendly and supportive approach of the adults creates a positive response from the children who try very hard to please.

Communications, language and literacy

58. The skills of most children are well below the standard expected for their age by the end of the reception year. Nevertheless this represents good progress from the very low level of children's spoken English on entry to the nursery. This is a reflection of the good teaching in the reception and nursery classes and the effective way in which all staff help the children to understand stories, instructions and explanations and to use new English words and phrases.
59. In the nursery children make good progress in understanding and speaking English because of the planned structured teaching in small groups. In the nursery children talk most when adults are present to support their language and encourage them to practise talking by, for example, asking them to talk about their paintings. However, this does not happen as often as it could because, apart from the structured sessions, the development of talk is not included in the planning. In the reception classes, the contribution provided by the teachers and support staff in the literacy lessons helps the children contribute short phrases and sentences. In one lesson observed, the teacher encouraged the more fluent English speakers to work in pairs, listen to each other's news and then recount what the other child had said. Most made a reasonable attempt at this but in almost all cases the sentence was ungrammatical. For example, 'My dad bought me some two packets of sweets.'
60. Children in the nursery are becoming interested in books and stories. They talk about the pictures and turn the pages carefully. Children use single words and short phrases in English to describe what is happening in the pictures, but when talking in their mother tongue, they are more fluent and animated. The children's writing skills are well below what is expected for their age. Many of the nursery children are slow to become interested in writing. Some children are beginning to attempt to write their names and make marks on paper. They hold pencils correctly and work carefully. Reception children are eager to read and can recognise most initial letter sounds. Many children can name some words beginning with most letters of the alphabet. Most children can read one or two familiar words in English and recognise the written version of each other's names. Most can write their own name with correctly formed letters and the more able pupils are able to spell simple three letter words correctly. They have too little time to 'write' when playing in the shop or home corner, or to 'read' for themselves the stories they have heard in lessons or to share good quality picture books with their friends.

Mathematical Development

61. Although the children make good progress, they start from a very low level and by the end of the Foundation Stage, their standards are still below average. Teaching of mathematics in the nursery and reception classes is good and staff provide a range of practical and more formal opportunities to develop children's skills and understanding. In the nursery, equipment and activities are freely available and the children can explore ideas. For example, when working with clay the more articulate children talk about the shapes they have made and offer up comments such as 'Look I have made a square' and 'My chappati's round'. Bi-lingual staff in the nursery give excellent support to ensure that key words are provided in both Punjabi and English to

help the children understand. Children experiment with capacity when playing with the water but few are yet able to talk about what they are doing. Most children can count and match correctly, to five for example, when using objects. They all enjoy singing number songs and rhymes and try hard to hold up the correct number of fingers.

62. By the end of the reception year the children are beginning to learn to add and subtract to ten in practical ways. Children make good progress in understanding about simple patterns. However, many children do not have sufficient spoken English to explain what they have done and why. Lessons are generally well planned. The teachers make good use of resources to make the lessons fun and motivate the children to learn. The tasks offered to different groups of children are well matched to their different levels of understanding.

Knowledge and Understanding of the World

63. Children make good progress in this area and most are likely to achieve the expected standard by the time they leave the reception classes. Teaching is never less than satisfactory and sometimes good. Teachers in both the nursery and the reception classes plan a wide range of interesting activities to help extend children's learning. Staff work hard to provide an interesting and practical range of experiences. In the nursery, children explore natural materials such as sand and water and study plants and the way in which they grow. The nursery nurses engage the children in discussion, for example, about the parts of plants and encourage them to observe closely using magnifying glasses. Explanations are sometimes given in children's first languages to help them to better understand what is going on. The older nursery children concentrate for a long time devising activities based on their own experiences. For example they built a car to take them to a wedding and mimed going on a journey. When the car was finished, the children played with this activity for about fifteen minutes before abandoning it in favour of something else.
64. Children the reception classes reach average standards in their design and handling of materials. They make decorations for biscuits and most can transfer the design using icing, chocolate spread and toppings. Children can use simple computer programmes and are extremely interested in learning how computerised toys work. During their science lessons children learn how substances can be changed when heated or when frozen, for example, by filling balloons with water and freezing them.

Physical development

65. There is good provision for the children to develop their physical skills both inside school and in the nursery garden. Consequently, most children are likely to achieve the standard expected in this area of learning. They make good progress during their time in the nursery and reception classes. The teaching is satisfactory overall and good in some sessions.
66. The children experience outdoor play every day where they have opportunities to develop their more energetic movements through playing with wheeled toys. Many nursery and reception children handle these confidently. Most are able to use pedals, steer and manoeuvre the tricycles, trailers and prams with ease. They use climbing apparatus confidently and are beginning to throw and kick balls with control. The reception class children have opportunities to consolidate and further develop these skills in their structured physical education and dance lessons in the school hall. Children also have plenty of opportunity to use and foster their physical skills when using classroom equipment. As a result, many become quite dextrous at dressing

dolls, writing, painting, cutting out, sticking, making models with construction toys and using clay.

Creative development

67. The children start from a low level of skill. Very good teaching and provision accounts for the children's very good progress. By the end of the reception classes, children have achieved the level expected for their age.
68. The nursery staff have worked hard to involve the whole school community in art projects. By inviting an artist to work with children, staff and parents, they have been able to foster and promote creativity through a wide variety of art opportunities. They use art to help teach other subjects such as mathematics and science and have made a light box on which children can place a variety of materials and look at texture and pattern. The children make observational drawings and paintings of flowers. This work is continued in the reception classes and children become increasingly proficient at drawing, painting, model making and experimenting with a wide range of tools and techniques. As a result, by the end of the reception classes, the standard of their artwork is in line with that attained by most children of their age.
69. In both the nursery and reception classes, there are opportunities for children to engage in creative role play. During the inspection children in the nursery were observed caring for sick 'babies', feeding them and putting them to bed. In the reception classes children have the opportunity to play in the class supermarket where a very realistic freezer has been made out of a large cardboard box. Creativity is also fostered well through music and dance. A professional dance and music group was invited into school to work with the children and help the staff develop these aspects of the curriculum. They are now taught well. As a result the children are extremely interested in dance, singing and making music and, by the end of the reception year have made very good progress.

ENGLISH

70. Standards at the end of Key Stage 1 are below average but the children achieve well. Children achieve at a satisfactory rate in Key Stage 2 but their standards are well below average by the age of eleven. The standards of the seven year olds have improved since the last inspection. Pupils with special educational needs make good progress and achieve well in relation to their abilities because of the individual learning plans and the high quality support they receive, both in class and in small groups. Children experiencing difficulties are identified early and good strategies for supporting them are in place. The teaching is satisfactory overall but it is better in Key Stage 1 where it is good.
71. The results of the national tests for seven-year-olds in 2001 showed that pupils' standards in reading and writing were very low. Inspection findings show that the present Year 2 are attaining below average standards. This is an improvement and results from new strategies the school has introduced. For example increased opportunities for discussion and feedback to the class are provided. The results for eleven year olds in the 2001 tests were well below average. The standards attained by current Year 6 are similar. This is because of a high proportion of children with special educational needs in the groups.
72. The school has recently introduced good initiatives to develop the speaking and reading skills of the children. These are improving the children's fluency and

understanding in written and spoken English. There are opportunities for the younger children to talk with a partner during lessons and then share their ideas with the rest of the class. Teachers rephrase sentences to show the correct grammar. A good example of this was seen in a history lesson in Year 1. A child laboriously described what a 'knocker-up' did in Victorian times. He spoke in single words and short phrases. When he had finished the teacher gave the grammatically correct form to the class. A small group of children are withdrawn to improve their spoken English through work with a trained support assistant. These strategies are not yet used throughout the school and are strongest in Years 1 and 2 although the pupils in Years 3 and 4 are withdrawn for very effective help with spelling. Older children are given time in some lessons to rehearse their answers. This is helping them to gain fluency and confidence. Good work to improve the children's understanding and spoken English was seen in Year 6 when the children wrote a passage creating a sense of fear. The work was based on moving from a real world into a fantasy world. The teacher skilfully constructed her own short passage orally to show the children exactly how to go about it. All these initiatives are having a significant effect. The staff involved are experienced and very committed to improving the standards. Experienced support staff in Years 5 and 6 are skilful in helping children to improve their grammar and spelling.

73. When teaching is less successful it is usually because the opportunities for the children to improve their speaking and understanding become restricted. Literacy lessons are strongly based on the national recommendations but do not always provide what the children really need. Not enough time is given to improving the children's speaking and comprehension in the rush to meet the National Literacy Strategy goals. Often the teachers are pressured for time. For example, teachers sometimes accept short answers using simple nouns and verbs rather than spending time demonstrating more complex vocabulary or sentence structures.
74. The basic skills of reading are taught well. When reading aloud, during their literacy lessons, all teachers demonstrate good techniques. As a result the children are developing an expressive tone in their own reading. There is good emphasis on the teaching of letter sounds in the early years and reading skills are taught well through daily literacy lessons and through guided reading sessions. As they move through the school the children read with greater accuracy and improved fluency. Much of the fiction that the children read, they do not understand because the text reflects situations beyond their experiences. The children have greater difficulty in comprehending the ideas which are implied by authors. Many have difficulty 'reading between the lines'. Their limited English vocabulary restricts their understanding. The teachers themselves are good storytellers and this captures the pupils' interest and enthusiasm. For example, in a Year 2 lesson, the teacher used dramatic effects in her retelling of 'Jack and the Beanstalk'. The children were entranced and added their own sound effects as Jack 'whooshed' down the beanstalk.
75. More needs to be done, through talk, in the older children's classes to develop the skills of comprehension and fluency. Pupils use good texts to practise their reading but do not always study or discuss them long enough to really understand what the author is saying. Opportunities to unpick what the words and phrases mean are lost, through an intention to move on through a wide range of books. Older and higher attaining pupils, use the contents and index information in non-fiction books effectively. The reading skills of less able pupils and those with special educational needs are weaker, but they are well supported by carefully structured programmes and knowledgeable support staff. There is a good range of books in each classroom. The library, although small, is welcoming and well arranged.

76. Writing is taught well. In almost all lessons, teachers have high expectations of the amount of work children are to get through. A strength of the provision in English is the very wide range of opportunities pupils are given to write for a variety of different purposes. Pupils become familiar with, for example, annotated diagrams, report writing, writing plays and writing instructions, for example, how to wash your hair. The vocabulary used by the children is usually simple and sentences do not build up effectively to make clear and original statements. The children have difficulty expressing their thoughts and ideas in written English and this means the standards are below average for most of the children. Recently, a poet talked to the children and the school held a poetry day. An actor, in role as Shakespeare, led a workshop on Hamlet for Year 6 pupils. These good opportunities act as spurs to the children's imagination and creativity. Pupil's handwriting skills are taught systematically in the Key stage 1 classes and many Year 2 pupils are beginning to develop a clear, legible style. In Key Stage 2, handwriting is not taught systematically enough and teachers do not set out clearly what is acceptable in terms of presentation. As a result, work is often untidy and hard to read with many crossings out. Children do not have sufficient opportunities to use the computer to draft their written work.
77. At the moment there isn't a permanent literacy coordinator. The team of people currently leading the subject are working satisfactorily to keep everything in place but inevitably there are occasions when this is difficult. Lessons have been monitored and evaluated and this has led to improved standards in teaching, but more detailed analysis of the standards attained by individual older pupils is required to improve their standards of fluency and comprehension. The subject is well resourced with high quality 'big books' and guided readers. Extra staffing is used well in supporting children who need additional help.

MATHEMATICS

78. Pupils enter the reception classes with very low attainment. In 2001, by the time the eleven year olds left they reached standards that were well below the national average. When compared to similar schools, the results were average. The standards of the current Year 2 and Year 6 pupils are below average. This shows good improvement.
79. There are a number of reasons for this improvement. The National Numeracy Strategy has been successfully implemented throughout the school. All staff have received training and are familiar with the new recommendations. Other mathematics training has been provided for the staff. This has increased their expertise and confidence to teach the subject. Lessons are planned well and clearly identify what the pupils are to learn. In most lessons this is shared with the class at the beginning of the lesson. Both coordinators manage the subject effectively and have worked well together to improve the standards. For example, results of tests are analysed to see where the pupils could achieve better. Teaching is monitored to see where improvements can be made. This has been particularly effective in improving the teaching of basic skills such as calculation.
80. Pupils with special educational needs and those needing extra support in English, make good progress in developing their basic number skills. This is because teachers plan work at the right level for them and ensure they receive good support from the classroom assistants. There is a difference in the performance of boys and girls in Key Stage 2. A reason why girls perform better is because there are more

boys on the register of special educational needs. Boys often need to seek more attention in lessons whilst girls get on with their work more confidently.

81. Pupils achieve well in Key Stage 1. Opportunities for discussion are given which help the pupils understand their work; for example in Year 1 the teacher was heard to say to the class, 'talk on your table and then tell me what this means.' Teachers set challenging tasks for all pupils. For example, in a lesson in a Year 2 class, when the pupils were practising their ten times table and associated division facts, all the pupils worked with good concentration and application because the work matched the levels reached by the children. By the time the pupils reach the age of seven, most have a sound understanding of basic number skills, such as counting and ordering numbers. They recognise halves and quarters and can convert o'clock and half past times to digital times.
82. Pupils achieve at a satisfactory rate in Key Stage 2. The best progress is seen in Years 5 and 6 and this is directly linked to the good or very good teaching. For example the teachers set a brisk pace to the lesson and expect all the children to concentrate and work hard. The work is matched to the abilities of all the pupils and every one is helped to understand the theme of the lesson. The children gain confidence to complete the tasks and work hard, particularly the girls. When work is not matched accurately to the pupils' needs, they do not make enough progress. This was seen in a lesson when the pupils were attempting to solve real life number problems. The task was too difficult and the pupils did not understand. This led to children becoming distracted and slowed the pace of the lesson. There are not enough opportunities for children to use and apply their knowledge of mathematics in their own investigations or to solve problems. This part of the curriculum is insufficiently developed and prevents the children from reaching higher standards.
83. The teaching of mental arithmetic skills is a strength. Teachers are good at helping the children explain how they calculated the answers. This was seen in a Year 5 lesson where the children were encouraged to use mathematical language while explaining how to multiply and divide whole numbers to one thousand by ten. Teachers use a variety of good resources such as number fans, whiteboards, digit cards and counting sticks to ensure that all the pupils are involved in the lesson. The pupils respond eagerly to the questions. Teachers have good subject knowledge and ask challenging open-ended questions to consolidate their knowledge and extend the learning. This was seen in a Year 6 lesson when the pupils were plotting graphs from a set of data. The teacher's questions enabled the pupils to learn such terms as axis, origin and other mathematical vocabulary. Teachers know their pupils well and the good pupil management leads to a pleasant classroom atmosphere that supports good learning. The good relationships the teachers have with the pupils motivates children to work hard. Pupils enjoy mathematics and behave well in the lessons.

SCIENCE

84. The children's performance in the previous year's national tests and teachers' assessments, showed that the standards were well below average for children in both key stages. Standards have improved in Key Stage 1; they are below average although the pupils are making satisfactory progress. The standards remain well below average at the end of Key Stage 2 and the children are making unsatisfactory progress. More needs to be done to enable the children to work independently and use earlier learning to help them organise their work.

85. The teaching is unsatisfactory overall in Key Stage 2. Teachers work hard to create practical lessons that capture the interest of the pupils. In these parts of the lessons the teaching is satisfactory, and sometimes good or very good, and the pupils make satisfactory progress. There are opportunities for exploration, such as the melting of ice balls in the reception class and monitoring the changes in temperature as boiling water cools and ice melts in Year 5. The teachers use these practical tasks well to link knowledge with understanding. However, when children record their work in Years 3 and 4, and sometimes in the older classes, much is over-directed. They are not learning how to devise and record investigations on their own. There is too great an emphasis on copying text from the board and pupils are not confident about developing their own writing. They do not learn to select and use the appropriate scientific terms and their work does not reflect what they understand and can do. In some classes there is an over-emphasis on work sheets. Often the work is not sufficiently matched to what pupils are able to do and does not challenge the higher attaining children.
86. By the time the children reach Year 6 they have not developed their scientific skills to an appropriate level. In one lesson the pupils observed candles burning in three different sized closed jars. They were to record their observations and make a graph of the data collected. The lesson had clear objectives, was prepared and organised effectively, and the teacher had a very good grasp of the subject. The pupils were very attentive and keen to do well. Although the teacher tried to maintain a brisk pace the lesson lagged because of the pupils' uncertainty with aspects of the language and their lack of understanding of graphs and charts. There had to be a long discussion on what was meant by 'fuel'. The pupils could not initially see the difference in recording using a bar chart and a line graph. They had difficulty in recording without the help of their teacher, who was trying, but unsuccessfully, to get them to record in their own words and to use the appropriate scientific terms. 'It would be easier to write it on the board, but that's not the point', she commented.
87. The teaching is satisfactory in Key Stage 1. Standards are higher because much of the work is practically based and there are more opportunities for pupils to make decisions for themselves. For example, Year 1 pupils were asked to find out which fabric would be most suitable for wearing as an armband on a dark night. The children were encouraged to express an opinion and test their ideas with a light in a darkened room. The investigation was based around the pupils' own ideas. Although the outcomes were restricted by the pupils' language ability, they were able to reach the level expected for investigations and also for their knowledge and understanding of the properties of materials.
88. The teachers respond well to pupils' work in most lessons throughout the school but marking is less helpful to their development as scientists. Often, although the pupils' work may not be recorded with sufficient care, or with inaccuracies in drawing graphs and recording data, the marking does not comment on this. The quality of teaching for the 'booster' lesson for those Year 6 pupils who are close to reaching the expected standard was of a very good standard. The children learned how to construct a circuit diagram and by the end of the lesson they could explain both the symbols and the processes involved in open and closed circuits using the appropriate scientific terms. The lesson was brisk and the instruction clear.
89. Science is led well in Key Stage 1 but in Key Stage 2 leadership is unsatisfactory. Currently, the Key Stage 2 coordinator is absent and no one has a clear view of standards and developments in the upper Key Stage 2 classes. The school has an appropriate range of assessment tasks but they are 'scored' to give marks rather than

being used to assess attainment within the National Curriculum. Although the school has implemented the nationally recommended scheme there has not yet been enough training for staff on how to develop independent scientific investigation by the pupils. The school development plan includes further training for science.

ART AND DESIGN

90. At the end of both key stages 1 and 2, pupils reach average standards and make satisfactory progress. This is because they have the opportunity to use a wide range of good quality resources and to experiment with a variety of tools and techniques to create two and three-dimensional images. Only one lesson in art and design was observed. This was in Year 2 and the lesson was well planned, the resources chosen were appropriate and quality of teaching was good. The teacher encouraged the pupils to look closely at cross sections of a selection of different fruit and observe line and pattern. The pupils were interested and attentive. They were using textiles and although they found the sewing difficult they made satisfactory progress in the lesson and produced work of an average standard.
91. The curriculum is planned effectively to ensure the children's skills and understanding develop well. For example in Years 1 and 2 the children have worked with textiles. In Year 1, after studying a variety of woven fabrics, children used paper to experiment with the techniques of weaving then, transferred this skill to weaving with wool and other types of thread and compared the results. In Year 2 pupils extend these skills by drawing self-portraits in felt tip and then using collage to recreate their self-portraits. They developed their use of textiles to produce collage after the style of famous artists. Pupils with special educational needs have produced some good work, for example, 'Mother Nature' drawings of trees and flowers. Pupils in the older classes build on earlier learning and continue to make satisfactory progress. Year 3 have produced water colour paintings portraying relationships and Year 4 have moved beyond representative work to create interesting diagrammatic drawings of their classroom and stylised sketches of chairs. Year 5 children are able to use their earlier experiences to experiment with different media for still life pictures. By Year 6, pupils are able to explore ideas and select the images they need to help them create different effects, for example, figures cut from magazines to manipulate and enhance, so that the effects of fast and slow movements are created
92. The management of the subject is satisfactory. The subject leader is well qualified, but is new to the school and works part-time. She has already begun to put into place measures for assessing and moderating pupils' work. She is keen to take the subject forward and, as a result, the curriculum has been revised in light of recent guidelines. Previous good practice in the school is being built upon. For example, a potter visits the school once a week and works with groups of pupils; and the after school art club supports and enhances the place of art in the curriculum. The results of an art project, carried out in the nursery a year ago, involving an artist in residence, staff, children and parents, is currently being entered for an award.

DESIGN AND TECHNOLOGY

93. The standards in both key stages are average and pupils make satisfactory progress. Standards have improved since the last inspection when this subject was unsatisfactory. Since then there has been a review of the curriculum for design and technology and new resources purchased. The teachers all plan lessons carefully to ensure the children learn the skills steadily as they move through the school. Pupils enjoy the practical tasks of designing and making. They have experience of evaluating

their products and an appropriate range of work is covered. The teaching is satisfactory in Key Stage 2 and good in Key Stage 1.

94. In Years 1 and 2 pupils use construction kits to acquire a good understanding of how components fit together. They learn how their designs could be improved; for example Year 1 pupils were adding stabilisers to the swings they were making to stop them rocking over. Year 2 pupils are building on these activities and are becoming competent in cutting, attaching and decorating paper and card and stitching and gluing felt to make their finger puppets. Skills are carefully taught and practised so that pupils are able to use them when they are making their products. By Year 4 pupils have been designing and making artefacts they can use, for example, money containers. They are given clear instructions and encouraged to select from a range of materials; for example when making models of chairs in Year 4 the children were provided with a range of wood, bamboo and card and encouraged to use the most appropriate for their own model. The teacher discussed the various qualities of the materials with the children and helped them make appropriate decisions. Year 5 pupils have developed an understanding of how artefacts and products can be changed to suit different needs or circumstances. They have experimented with a biscuit recipe to improve the taste, texture and appearance.
95. The new subject leader is supported well by the deputy headteacher and they provide good leadership. The teachers are provided with clear subject guidance and a good understanding of the standards children should reach in each key stage. There is an appropriate range of tools, equipment and materials that are organised well and used effectively to support the learning.

GEOGRAPHY

96. Standards are average and pupils make satisfactory progress throughout the school. Only two Geography lessons were observed, both in Key Stage 2. The teaching was good in one and satisfactory in the other. In the good lesson in Year 6, well-focused discussions enabled all pupils to take part at their own level and this helped to develop their understanding. Interesting resources in the form of photographs were provided to stimulate their interest. When the teaching was satisfactory the task was appropriate but some children were unsettled and their work slowed down.
97. In Years 1 and 2 the pupils become aware that the world reaches beyond their locality. They know the names of the countries within the United Kingdom and make reasonable attempts to locate places on a map. They can pick out countries and seas and talk about the weather in different countries. By the age of 11, pupils have extended their understanding considerably. They are aware of aspects such as the water cycle. They can, for example, describe the journey of a river. During discussions in Year 6, the teacher demonstrates terms such as tributary, estuary, source and confluence. The children learn and use the geographical vocabulary quickly and some refer to the Indus, which they have visited, using the new terms with accuracy and assurance. They understand how countries differ due to climate, housing or terrain. The children improve their geographical skills as they move through the school and by Year 6 they use sources such as maps, photographs and brochures to help them understand the differences between places. Some of the older children's work is untidy and insufficient care is given to presentation.
98. The subject leader is enthusiastic and manages the subject effectively. The school has adapted the nationally agreed guidelines to fit in with the needs of the school. Resources are adequate to support the learning.

HISTORY

99. The children's standards are average by the age of seven and eleven. They make good progress. This shows an improvement for older children since the previous inspection when many children had below average standards. The teaching of history is good. The teachers bring history alive for the pupils for example by taking them to historical sites like Bradford Industrial Museum and the Town Hall. This ensures children experience history at first hand. In addition, the school invites people in to talk about history. Recently children in Year 3 held a Viking day which they found exciting and informative. The children have difficulty expressing their own thoughts through speech and writing and struggle for appropriate words. Despite this they reach average standards and are enthusiastic and enjoy their work.
100. Teachers motivate the children who apply themselves very well. In a Year 1 lesson, using the artefacts from their own Victorian Museum, the children handled objects such as a carpet beater and a stone hot water bottle. They suggested possible uses and thought about what the artefacts are made of. They were fascinated by the past and their attainment in this lesson was above average. By the age of seven the children develop their knowledge and understanding of the lives of people in the past. For example, they know of the work of Florence Nightingale and how hospitals have changed. There are opportunities for the children to compare old and new, for example, a toasting fork with an electric toaster and they begin to understand how and why artefacts have changed over time.
101. By the age of eleven the pupils have a good knowledge of key periods and events in history. The children in Year 6, for example, have a good understanding of how the lives of children were very different during World War Two from their own lives. They show an understanding of what it must have been like to be an evacuee leaving home alone at an early age. The teacher provided the children with a range of photographs and copies of original letters from evacuees. The pupils showed mature attitudes when discussing these. They showed sympathy with the evacuated children. These good resources accelerated their progress. In both Key Stages, the pupils' sense of time is developing well. By contrast, however, the older pupils' experience of historical enquiry is less well developed. There are too few planned opportunities for the pupils to pose their own historical questions or to conduct their own research using a range of resources that include computer programs.
102. The history coordinator leads the subject well. She is knowledgeable and provides good support for the other staff. She reviews their planning and offers advice on how to improve lessons. Resources in the school are sufficient to support the teaching of history. The school makes good use of an artefacts loan service to provide the children with first hand experience of historical objects.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. Pupils' standards are average at the end of both key stages. They make good progress. This is a particularly good achievement as the school has only recently had a computer suite of up-to-date machines installed with appropriate software. The staff have worked hard to try new programs and improve the children's computer skills. The school has adopted the nationally recommended scheme of work, and teachers use this effectively to teach well.

104. The staff have learned to make good use of the computer suite. Each class has the opportunity to work with the new resources and the teachers demonstrate new methods using the projection facilities. As a result, the children make good progress in learning and applying the skills and features of the computer programs. The teachers are well supported by the classroom assistants, who also have a secure knowledge of using computers, and together they support the children's learning well. The children are watched as they work and helped effectively when they encounter difficulties. The lessons have clear objectives, which are explained to the children at the outset and used effectively at the end of the session for the children to recognise what they have learned. The children are interested in technology and are very attentive. They concentrate, work rapidly at their tasks and work together well in pairs and small groups. On more than one occasion children were seen to volunteer help to neighbours when they were struggling.
105. The teaching is satisfactory overall. Stimulating tasks and effective teaching methods also help the pupils' learning. The Year 4 pupils, for example, were very interested in the range of artefacts from the major world faiths that they used to create an information database. They were challenged strongly by the task of having to create questions to identify each object and this resulted in an animated discussion. They were enthralled when they found that they could include digital pictures of the objects within their data-trees. A Year 2 class benefited from some miniature robots that the teacher had designed to help them learn how to enter instructions into a floor robot. The pupils learn the basic skills of computing well, and so by Year 6 they can work independently to load a program, enter and modify their work and save it. As yet the children are not given sufficient opportunities to practice and apply these skills to support other subjects. The pupils need to apply their knowledge and understanding to retrieving information from a variety of sources, such as the Internet and CD-ROM, and in communicating information for a range of purposes to a variety of audiences.
106. The subject is led well by a knowledgeable and enthusiastic coordinator. Resources within the suite are good and the coordinator is acquiring appropriate software, which he has helpfully mapped into the teaching programme. Resources to support learning in the other subjects are unsatisfactory.

MUSIC

107. The pupils reach average standards in music by the end of Year 2 and achieve at a satisfactory pace. They reach above average standards in Year 4 and achieve well. No music was seen in Year 6. The children sing tunefully and perform confidently on percussion instruments, showing a developing sense of rhythm and an understanding of musical terms. Each week, classes have singing lessons that are accompanied very well by a visiting pianist. Children in Year 3 reach above average standards in singing. The teacher is confident and knowledgeable and her enthusiasm for singing is transmitted to the children and the other adults who support the lesson. In their final song 'She'll be Coming Round the Mountains' the children added actions spontaneously and showed a good sense of performance. They were all pleased with the improvements they had made during the lesson. The children sometimes listen to music at the beginning and end of assemblies. Not enough attention is drawn to this music and there are too few opportunities for children to regularly listen to music in classes. Some lessons are too short to ensure that pupils make maximum progress. This is because some physical education lessons do not end on time and delay the start of music lessons.

108. Whilst two good lessons, singing in Year 3 and the lesson led by the coordinator in Year 4 were seen, overall, the teaching of music is satisfactory. Teachers are confident and use their expertise and musical knowledge well to meet pupils' needs. Children in Year 2 play a range of instruments. They formed a 'band' and responded to a conductor. They showed a developing understanding of performing together for an audience. By Year 4 children have progressed to selecting instruments to accompany the movements of animals, which they have chosen. Very good demonstrations by the teacher showed the children alternative ways to create different sounds, on the cymbal for example. This led to improved performances when two children accompanied a child moving like a penguin using small cymbals and a wood block. The older children, who are learning to play the guitar, confidently read music; they know the notes associated with each string. A less emphasised area of the music curriculum is that of composing, this area is not included in teachers' planning and the children have insufficient opportunity to develop these skills.
109. The subject is led satisfactorily. The subject leader is knowledgeable and advises his colleagues well. The school uses the nationally recommended scheme, which supports the teachers who do not have specialist music skills. Resources are used effectively in lessons to promote music skills. The children benefit from hearing live music from visiting ensembles but there are few opportunities for them to perform themselves, except for the annual concert. The subject leader has identified this area for future development.

PHYSICAL EDUCATION

110. Standards in physical education are average at the end of both key stages, but in some older year groups standards in gymnastics, dance and games are below average. Year 5 pupils attend swimming lessons and about half can swim 25 metres. Additional provision is made available in Year 6 and this ensures all can swim the required distance.
111. At the end of both key stages children's achievement is satisfactory. The teaching is satisfactory overall. Good teaching and learning, supported by well planned lessons, in some classes, enables the children to learn quickly. For example, in Year 5, children effectively consolidated and extended the skills of organising themselves in small groups and improving their performance by watching and advising each other. In lessons where the teacher demonstrates, taking part in the physical activities, children can observe high quality physical movements and have a clear understanding of what is expected of them. Short and precise instructions help children improve their skills during games lessons. For some classes in Key Stage 2, however, children do not reach their potential because they are practising skills that they have already mastered. For example, during a lesson on catching and throwing some children demonstrated that they were already able to do this with confidence. Most of the lesson was spent practising and there was not sufficient time to apply the skills in the game that had been planned. Some sessions start late, sometimes leaving as little as fifteen minutes for the lesson.
112. The curriculum is taught mainly through the nationally recommended scheme but this has been adapted to include best practice from the Local Authority framework for physical education. Many sporting initiatives support the curriculum, such as the dance and gym programme in school at present, which is part of the local schools' Sports Coordinator Partnership. Whilst the curriculum is appropriate in both key

stages, some teachers in Key Stage 2 need more support in planning and teaching their lessons to ensure satisfactory progress.

113. There are two subject leaders for physical education. The leadership in Key Stage 1 is satisfactory and the coordinator fulfils her responsibilities appropriately. She has produced a school policy and guided and supported her colleagues. The leadership in Key Stage 2 is unsatisfactory as the coordinator has not yet had the opportunity to develop the role. He recognises the need for training in this subject for some teachers in order to improve their subject knowledge.

RELIGIOUS EDUCATION

114. Children meet the required standard of the locally agreed syllabus at the end of Key Stage 1 and exceed these standards at the end of Key Stage 2. This shows a significant improvement since the last inspection. The teaching is good, and very good on occasions.
115. The teachers have good subject knowledge and use the locally agreed syllabus well. As a result the pupils make good progress. The teachers make effective use of visits and visitors and the celebration of festivals and holy days from the major world religions. These are supported well by the school's acts of worship and classroom assemblies. A strong feature of the lessons is the way in which they relate to the children's daily lives and circumstances. The Year 5 classes, for example, followed up a study in Judaism of the Ten Commandments by creating ten rules for living in Bradford. The pupils responded well and were so enthusiastic that they wanted to take turns to write down their ideas rather than relying on the group's 'writer'. Rules were made that came from the heart, about vandalism, name-calling, religious tolerance and living in peace.
116. This effective use of the pupils' own faith and culture supports the school's approach to the study of the major world religions. As a result, similarities are highlighted rather than differences, and the pupils get satisfaction and wonder from the ways in which people worship and celebrate. A Year 3 class were entranced by birth and naming ceremonies found in the Sikh religion. The children could relate these events to their own experience as they had brought photographs of themselves, as babies, to school. They could also talk with understanding about the Christian rites of baptism. They knowledgeably recalled previous learning and drew upon visits made to the local church. First hand experience, such as visiting local churches and interviewing religious leaders, such as the Imam, are used well in both key stages. The use of religious artefacts both in religious education lessons and other lessons is managed well and helps children when comparing one faith with another.
117. In Key Stage 1 the children can recount stories that they have heard from their own and other world faiths. They have written about the work of a vicar, and made a book about an Imam's daily life. They respond well to opportunities to express their views and values. 'Why I am special' includes thinking about things that make them happy or sad, thoughts about their best friends, and caring for pets and animals, following a visit to the local pet shop. They think about who their neighbours are and how their neighbours help them and they think about how they help their neighbour.
118. The subject is led well. The coordinator has good subject knowledge and is enthusiastic. She supports her colleagues effectively and has successfully introduced the new syllabus.