

# INSPECTION REPORT

## LILYCROFT PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107213

Headteacher: Sylvia Davey

Reporting inspector: Joyce Taylor  
4275

Dates of inspection: 26<sup>th</sup> February – 1<sup>st</sup> March 2001

Inspection number: 189105

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Lilycroft Road Bradford West Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Khan
Date of previous inspection:	July 1996

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4275	Joyce Taylor	Registered inspector	Art Physical education	The characteristics and effectiveness of the school The school's results and pupils' achievements Leadership and management
19807	Keith Osborne	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
27337	Sylvia Oultram	Team inspector	English History Music	
17907	Mike Bowers	Team inspector	Science Design and technology Special educational needs	
18143	Bernice Magson	Team inspector	Mathematics Religious education	
25429	Anne Currie	Team inspector	Information technology Geography The Foundation Stage	Teaching and learning
2818	Graham Warner	Team inspector	English as an additional language Equal opportunities	Quality and range of opportunities for learning

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>6</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>8</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>10</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>12</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>14</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>20</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>24</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Lilycroft Primary School is bigger than average, having 433 pupils on roll. The headteacher has been at the school since September 1999. There has recently been a reorganisation of the Bradford schools and this is the first year that Lilycroft has had pupils from reception to Year 6. Previously the site was a First School. During this school year the oldest children are working in an annexe at some distance from the main building. About half of the children are eligible for free school meals and this is well above the average. The percentages of children identified as having special educational needs and those with statements are broadly average. Almost all of the children use English as an additional language which is very much higher than average. The children enter the reception classes when they are four and most of them have attended the nursery school on the same site. Generally the attainment of the children on entry to the school is below average.

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

The school is providing a sound education for the vast majority of its children but the pupils in Year 6 are not learning fast enough. The headteacher provides satisfactory leadership. She has clearly identified the areas for improvement and has begun to make changes to raise the children's standards. There are still several important management areas to be improved. The children reach standards that are average for similar schools, apart from Year 6 where they are lower. The teaching is satisfactory overall. Although there is very good teaching in each year group, 10 per cent of the teaching is less than satisfactory. The school provides satisfactory value for money.

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

- The teaching is good in the reception classes and there is some very good teaching in all the other year groups.
- The care and support for the children's personal development is good and sometimes very good.
- The parents strongly support the school and have a very positive view of it. The school welcomes the parents and helps them share in the children's learning.
- The provision for the children's moral, social and cultural development is good.
- The standards are good in art and design, design and technology and aspects of science in the infant and lower junior classes.

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

- The standards in English, mathematics, science and geography in Year 6.
- The standards in reading, speaking and listening, numeracy and information communication technology across the school.
- The consistency in teaching and learning between Years 4 and 5 and the quality of teaching in the unsatisfactory lessons.
- The management aspects of monitoring and evaluating the teaching and learning and ensuring consistent curriculum provision.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made satisfactory improvements since the time of the last inspection in 1996 but there are still important areas that have to be developed. The headteacher has improved the school development planning. She has introduced effective ways of checking on the work of the school and the quality of teaching has improved. There are fewer unsatisfactory lessons and more very good lessons. The teaching and learning still need further support to ensure all teachers follow the National Curriculum properly. She has strengthened the roles of the senior teachers and those who are responsible for curriculum subjects. The standards in reading, history, geography, music, art, design and technology and aspects of science have improved in the infant and lower junior classes. The provision for special educational needs is better. There are still too many differences in the way the children are taught and learn the subjects but this has been improved through using the nationally recommended schemes of work and purchasing a mathematics scheme. The standard of the children's reading has not improved.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	E	E	E	C	well above average A above average B
Writing	C	E	D	B	Average C below average D
Mathematics	C	D	E	C	well below average E

There are no test results for Year 6 as this is their first year in the school. The test results for the children who were in Year 2 in 2000 show that when compared with similar schools the standards are seen to be average in reading and mathematics and above average in writing. The standards were below average for writing and well below average for mathematics and reading when compared with the national picture.

During the inspection the standards of the current Year 6 children were judged to be very low when compared with the national expectations in English, mathematics and science. The school has set targets showing how well the children are likely to achieve when they take their national tests in the summer term. These targets are very low. In Year 6, there is significant underachievement. The children have not made enough progress since they were in Year 4. It seems likely that the Year 6 children have worked at a lower level than is appropriate because they were the first of their age group for the school and the expectations were not high enough. The children in Year 5 have made satisfactory gains in their learning overall.

In the tests for Key Stage 1 over the past few years the children have achieved scores ranging from average to well below average when compared with the national picture. Their standards were below average when they came into the reception classes. For most of them a lower than usual level of fluency in spoken English significantly slows the pace of their learning. As a result their learning has been generally steady but they are not achieving well enough to reach the national average standards in several subjects. During the inspection the

children in Year 2 showed below national average standards in reading, writing and mathematics. Their standards in science are average. The children's standards across the school in speaking and listening are still below average and this needs urgent attention. Not enough children are reaching higher standards in all these subjects. The new approaches to organising the curriculum and to checking what the children are to learn are beginning to improve the standards.

In the infant classes and in Years 3 and 4, the standards are average in most of the foundation subjects and they are better than average in art and design, design and technology and science in Years 3 and 4. By Year 6 the standards are average in design and technology and physical education but below average in geography. There was not enough children's work to judge the standards in art and design and history. Across the school the standards in information communication technology are below average. This has already been identified by the school as an area to develop.

During their time in the reception classes the children work hard and make steady progress. Their knowledge and understanding is limited because their skills in spoken English are lower than average. As a result they reach below average standards in all of the areas of learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The children are committed and enthusiastic.
Behaviour, in and out of classrooms	Good. Children respond well to school rules and play well together in the playground. No bullying was seen during the inspection.
Personal development and relationships	Good. The children are responsible and work well together.
Attendance	Poor but it is improving due to new and effective strategies.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

*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.*

The quality of teaching has improved since the last inspection; it is now satisfactory overall. Fifteen per cent is very good or excellent, 36 per cent is good, 39 per cent is satisfactory and 9 per cent is unsatisfactory and 1 per cent is poor. There are examples of very good teaching in all year groups and the teaching is strongest in aspects of English. In this subject, for the most part, teachers show a clear understanding of how to help children learn. As a result, apart from reading, children achieve standards that are satisfactory when compared with similar schools. In mathematics the teaching is satisfactory with some very good teaching in both key stages. There is some unsatisfactory and poor teaching of mathematics in Key Stage 1. While some of the teaching in Year 6 is very good a quarter is unsatisfactory and as a result the children do not reach high enough standards and there is a lot of catching up to be done. Across the school some teachers showed that they could teach some subjects



better than others and these strengths are linked to their own strong subject knowledge and high expectations. The support assistants give good support. All of the children, but particularly the youngest need more specific teaching to speed their fluency in spoken English. The class teachers have not identified clear targets for improvement for this aspect and as a result the children make slower progress than they should.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The lessons provide a broad and balanced curriculum apart from a few occasions in Year 6. The children in reception need more play opportunities.
Provision for pupils with special educational needs	Good. Support for the children is sound. This aspect is organised well and the teachers and support staff are effective.
Provision for pupils with English as an additional language	Satisfactory. The new team of teachers is beginning to provide good support especially in Key Stage 1. The children's stage of fluency needs to be assessed more accurately and monitored more carefully.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Good provision for moral, social and cultural development supported through a strong emphasis on good behaviour and taking responsibility. Sound spiritual development but not enough opportunities planned for the children to reflect on their own feelings.
How well the school cares for its pupils	Good. The school manages the children's behaviour very well. Their standards and pace of learning need more detailed monitoring

Some of the lessons for Years 5 and 6 do not sufficiently reflect the National Curriculum Programmes of Study. As a result the children's standards are lower than they should be. The children in the reception classes have too few opportunities to learn through exploration and discovery.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory leadership by the headteacher. The partnership between the head and deputy is developing appropriately well. Curriculum coordinators provide too little guidance to other teachers about their planning and how to teach the subjects.
How well the governors fulfil their responsibilities	Satisfactory. Governors provide sound support to the school. They work well with the head to identify the strengths and weaknesses.
The school's evaluation of its performance	Satisfactory overall. The head has quickly identified what needs to be done to improve the school. Curriculum plans are not yet checked consistently by key staff and advice on improvement is not given. The teaching is checked by the head and deputy and this has led to improvements. More needs to be done to ensure all staff are familiar with the curriculum.
The strategic use of	Satisfactory. New grants have been used appropriately to appoint

resources	additional staff as a means of improving standards.
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Many classroom assistants help the children by speaking their own language when necessary. The school is clean and well cared for.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The children like school</li><li>• The teaching is good</li><li>• The children are expected to work hard</li><li>• Behaviour in the school is good</li><li>• The school is well led and managed</li></ul>	<ul style="list-style-type: none"><li>• The amount of work to do at home</li><li>• The range of activities outside lessons</li></ul>

A high percentage of parents (68 per cent) returned the questionnaire so the views are representative. The inspectors agree with most of their positive views. However, the children should be expected to work more effectively and there are some management areas that need to be improved. The inspectors find that the range of activities outside school hours is interesting and useful and the amount of work to do at home is average. The school works well with parents who have a very positive view of the school.

## **PART B: COMMENTARY**

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

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

1. The children who are in the Foundation Stage attain standards that are below average in all the areas of learning. Most of the children enter the reception classes from the nursery school nearby with below average standards although they are close to average in mathematics. Almost all of the children lack fluency in English and do not understand all that is said in the classrooms. There are bilingual staff who effectively support the children's learning and help them speak and understand English. In reception, they learn at a satisfactory pace in all of the areas of learning. There is sound provision for the higher attaining children and their standards are above average in both the reception classes.
2. The school's results are affected by the pupils' lack of fluency in English. The better amount of support given to the development of fluency in the foundation stage and infant classes is reflected in the test results. At the time of the last inspection the standards in English were below average across the school. The standards in mathematics and science were found to be in line with the picture nationally. The current findings show that by the end of Key Stage 1 the 2000 test results for the children aged seven give a picture of below average standards for writing and well below average for reading and mathematics.
3. When compared to similar schools the results show that in writing the children reached above average standards and their standards in reading and mathematics were average. Fewer than average children reached the higher level (Level 3) in reading and mathematics. Over the past four years the children's standards in reading and writing have remained at these levels. The standards in mathematics have fluctuated from above to below average scores. In 1997 the results were above the national average. Since then the standards have fallen and are now well below this level. These standards are lower than they should be and have caused the school concern. As a result a new scheme of work has been introduced and all of the teachers use this appropriately. In science the teachers' assessments show that the children's standards are average when compared to similar schools but are below average when compared with the national picture.
4. The inspectors' observations of the work of the Key Stage 1 children show that their standards, when compared with the national expectations in reading, writing, speaking and listening, science and mathematics are below average. The children are not learning to understand and use a wide enough range of spoken English. This stops them reading and understanding their books and discussing their learning well enough. This lowers the standards they reach in several subjects. For example their ability to understand and investigate mathematics problems is below average. The Numeracy Strategy has only recently been used properly as, previously some teachers did not teach all the aspects. As a result the children's standards in mathematics are also not as high as they should be. In Years 3, 4 and 5 the standards are just below average in the core subjects of English, mathematics and science. Some aspects of the subjects, like the children's ability to manage and use scientific investigations are above average. In Year 6 the standards in the core subjects are poor, apart from speaking and listening which are below average. An analysis of the special educational needs register shows a lower proportion of

identified children in Year 6 than in other years. Additionally there has not been a greater number of children transferring into the school in this year group. It seems likely that the Year 6 children have suffered from being the oldest children in the school for the last three years. The expectations of what they could achieve have been too low.

5. At the time of the last inspection there were no children beyond Year 4, as this was a first school, so no comparisons can be made. The standards of the children in Years 5 and 6 have been judged against the National Curriculum expectations for pupils of this age.
6. Over the past five years the girls have done less well than the boys particularly in reading. This is the opposite of the usual trend. The school is aware of this problem and has begun to give extra support to the girls. During the inspection the standards achieved by boys and girls were judged to be similar. An analysis of the teachers' attention given to boys and girls showed an even spread in almost all classes. The children now learn at a sound pace throughout the school. This has not always been so for the current Year 6 children who have made unsatisfactory progress overall. Their standards have fallen from average to well below average in mathematics since they took their Year 2 tests. Their attainment has remained steadily well below average in reading and writing. During the inspection the teaching of English seen in Years 5 and 6 was of good quality but there is much catching up to be done. The Year 5 children are almost reaching average standards as a result of this good teaching. The school has recently provided much stronger support to help the teachers with mathematics. This is already ensuring that the children learn numeracy steadily with each year group building on earlier learning. The standards in Years 5 and 6 are less secure in science due to some inappropriate lesson content.
7. The basic skills of reading and writing are now taught regularly and effectively during literacy lessons. Throughout the school the teachers are good at teaching these skills and the children are learning steadily. Less attention is given to supporting the children's fluency in spoken English and understanding of English vocabulary so the children can read their books but do not always understand what they have read. The pupils' standards in reading and writing mean that in most other subjects their performance is affected by a insecure understanding of written tasks. They are often unable to record their own information effectively. The basic calculating skills of numeracy are now being taught systematically. The vast majority of the children are able to recall number facts like their tables and calculate in their heads.
8. By the end of each key stage the children's attainment in information technology is below average; they do not yet have an appropriate range of skills and a secure understanding. This is the same as the last inspection when standards were below average in both key stages. There is limited use of information technology to support other subjects, but there are good examples of work linked to art. In design technology and art the standards are above average in Key Stage 1 and Years 3 and 4. Design and technology is average at the end of Key Stage 2. In religious education, music, physical education, history and geography the standards are average in Key Stage 1 and Years 3 and 4. In Key Stage 2 the standards are average in religious education and physical education and below average in geography. There is not enough evidence to judge the standards in the other subjects. Since the last inspection the standards have improved in Key Stage 1 and Years 3 and 4 in art, music, design and technology and history and geography. Due to the infrequent scheduling of some

subjects like art, history and geography there is a lack of opportunity for the children to build on their skills, knowledge and understanding in these subjects.

9. Many pupils with special educational needs enter the school with very low abilities in speaking and listening, reading and writing. Their skills in mathematics are well below national levels. These pupils make steady progress as they move through the school. Their needs are identified and the support staff use the children's individual education plans to ensure they provide work at the correct level. The teachers set different and more challenging tasks for the potentially higher attaining children as a means of raising their standards. In Years 5 and 6, the highest attaining children are supported in a separate group for literacy and numeracy through part of the 'Excellence in Cities' scheme. This is a new initiative but is already beginning to extend the learning for these children. Overall the pupils receive strong support and during the inspection there was a positive atmosphere created for learning in almost all lessons.

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

10. The pupils' attitudes to the school are good. In almost all lessons both boys and girls play a full part, contributing ideas and answers appropriately. They enjoy the activities. For example, on World Book Day the children came dressed as characters from books like Goldilocks or Robin Hood. The children's behaviour is also good. There have been no exclusions from the school. The pupils know about and respect the school rules. Most of them enjoy coming to school, but there is a high number of unauthorised absences. The increasing number of clubs, for example, homework, science and breakfast clubs, are well attended.
11. Personal development and relationships of the pupils are good. The school has successfully created a tolerant, friendly atmosphere. The children say that there is very little bad behaviour or bullying in school, and when it occurs, it is dealt with firmly. The school is widening the range of responsibilities it gives to the pupils, and the school council with an elected representative from each class, is a good example. These children show great maturity and a sense of responsibility in the way they raise and discuss issues with the staff.
12. Many of the pupils with special educational needs have poor self esteem when they enter the school. They are lacking in motivation and have difficulties in maintaining their concentration. Most of the teachers develop good positive relationships with these pupils. This encourages the children to improve their attitudes to work. They develop more appropriate levels of concentration and begin to contribute to class discussions. The teachers use good strategies to encourage children to contribute during lessons. The learning support assistants are skilled at keeping the children on task and helping them to complete their work. By the age of eleven many of the pupils with special educational needs have more positive attitudes to their work, enjoy their lessons and are keen to improve.

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

13. There has been an improvement in the quality of teaching since the last inspection when it was found to be very varied. The teaching is better now and ninety per cent of the lessons observed were judged to be at least satisfactory. Of those, fifteen per cent were very good or excellent. Ten per cent of lessons were less than satisfactory. This is a significant reduction when compared to twenty six per cent at the time of the last inspection. A major weakness is in the teaching of pupils in Year 6, where a

quarter of the lessons were unsatisfactory, although there were also examples of good and very good teaching for this year group. A result of this less effective teaching is unsatisfactory progress and poor achievement for these children. Across the rest of the school, the sound teaching is having a direct and positive impact on the quality of pupils' learning and this promotes steady progress.

14. The teaching in the reception classes is good overall. The children are managed well. The teachers have a sound understanding of the new curriculum for children of this age. There is a good emphasis on developing the children's early reading, writing and number skills and also their knowledge of the world around them. This is helped where the staff also speak the children's home language. There is insufficient emphasis on assessing individual children's language needs and providing more play based activities to encourage the children to talk to each other.
15. In Key Stage 1 the teaching is satisfactory overall with some good teaching in English, science and music. However, there are still some weaknesses in the teaching of reading which were identified during the previous inspection. Many of the support staff speak the pupils' home language. This is valuable, especially in the younger classes, as it gives opportunities to extend the pupils' understanding of the language used and ensure that they know what they are being asked to do. In Key Stage 2 the teaching is satisfactory overall with some good teaching in English, mathematics, physical education and information technology. Especially good teaching was seen in music and as a result the children developed a good sense of performance.
16. Satisfactory account is taken of the national guidelines for literacy in all year groups. The teachers have received training and are familiar with the requirements. The basic skills are taught thoroughly for writing and as a result the children are learning at a sound pace. In Year 6 there is much ground to be made up. The teaching of reading is improving although the texts are narrow and limit the children's range and variety of books. Across the school insufficient attention is paid to developing the pupils' speaking skills in all lessons, especially encouraging their use of a wide vocabulary and improving their sentence structure. The teachers do not have enough understanding of what stage of fluency in English the pupils have reached. The teaching of numeracy is more varied. The teachers are using the Numeracy Strategy and the basic skills are taught satisfactorily overall. During the inspection a third of the mathematics teaching seen in Key Stage 1 was unsatisfactory or poor. The children's standards are improving because the teachers are now using a structured scheme which is effectively helping them put the Numeracy Strategy into place.
17. About half of the teaching across the school is good or better. This good teaching enables the pupils to work hard and rise to the teachers' high expectations. Where the teachers have good subject knowledge they communicate their interest and enjoyment of the subject to the children. This was seen in English in Year 6, for example, when the children were shown how to select the right information to include in their notes. In the good lessons, for example in numeracy in Year 3 the teachers provided exactly what the children needed to move them forward quickly. The teachers use questions well to assess what the pupils know and to help them extend their ideas. Where the teaching is less effective there are weaknesses in some understanding of the National Curriculum programmes they should be teaching. This is particularly in Years 5 and 6 where not all teachers have a satisfactory knowledge of the primary curriculum. Sometimes the lessons are drawn from the secondary school programmes of study or the resources are insufficient. There is also insufficient attention paid to developing the pupil's investigative skills in science and

mathematics. This has a lowering effect on the standards reached in these year groups, particularly Year 6, and leads to underachievement.

18. Overall, the teachers have secure subject knowledge across the curriculum, which is effectively communicated to pupils. The teachers' expectations of what the children can learn are appropriate. The headteacher and deputy have observed the teaching across the school and given the teachers advice on how to improve. Their suggestions are seen in many of the instances of good practice seen during the inspection. There is however a need to improve some of the teachers' subject knowledge in information and communication technology. The pupils undertake insufficient work to enable them to reach the standards expected. Where the teachers have a good understanding of the new technology the lessons are good and the children are learning at a fast pace. Additional staff training this term has been planned to bring all of the teachers to this good level. The teachers' planning has improved since the last inspection because the school has schemes of work for all subjects. Lesson plans include tasks for children of different attainment as a means of providing challenging lessons for all of them.
19. The management of the children's behaviour is unobtrusive and good. It was a key feature of the lessons observed. This results in good behaviour and positive attitudes to work by the children. Across the school, starting in the reception classes, the staff are beginning to set targets for individual pupils and to encourage them to judge the success of their own work. In Year 5, a good example was seen in a numeracy lesson when pupils were involved in evaluating their own work. Homework is used well to consolidate and extend the pupils' learning across the curriculum and in all year groups.
20. Through the 'Excellence in Cities' initiative the school employs a part-time teacher to work with pupils who the school has identified as being capable of higher attainment. There is satisfactory liaison with the class teachers so that the pupils who are withdrawn, cover similar work, but at a more advanced level. The teacher establishes good relationships with the pupils and they respond well to the challenges set them. The teacher does not set his own clear learning objectives for the group during the lesson, but follows their response to the work covered. This is a weakness in the provision for this group of children. The children with English as an additional language are taught satisfactorily in the main and they receive sound levels of support for the National Curriculum subjects from both support staff and language support teachers. This is most successful in the foundation stage and infant classes and Year 4 classes who work with the part time support teacher. The teaching of the children with special educational needs is satisfactory. Enthusiastic and skilled learning support assistants add to the teachers' explanations to ensure that the pupils understand what is being taught. The teachers question the children well, regularly asking specific questions to those with special educational needs to ensure that they experience success and are involved in the lesson.

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

21. The school provides a satisfactory curriculum for pupils although some of the subjects, like history, are taught in blocks and then left for two terms. This interrupts the children's learning of historical enquiry skills. This is in contrast to the previous report when the curriculum was described as both broad and balanced. While the school complies with statutory requirements for delivery of the National Curriculum



and religious education there are some weaknesses. The National Curriculum programmes of study for science, design and technology and geography are not always used appropriately to support the Year 6 lessons.

22. The school provides suitable schemes of work for all subjects. These are effectively supporting the planning from year to year. There is not yet an effective system in place to ensure that the termly and weekly planning across the whole school supports lessons that properly challenges all the children. This is particularly the case for some Year 5 and 6 classes. As a result the Year 6 children have not made enough progress. The school is still organising its leadership teams for subjects before it comes on to one site as a means of ensuring greater consistency in the planning processes. At the moment, for example, not enough opportunities are given to speaking and listening skills to support the development of fluency of language at appropriate levels for pupils whose first language is not English. There is a good range of effective extra-curricular activities. For example, there is a popular science and design and technology club. An Asian dance club is giving the children much enjoyment. The breakfast club is supported well and provides the children with a safe place and a meal if they come early to school..
23. The school's policy for personal, social and health education is in the process of revision following the new national guidelines for sex and relationship education and the change from a first school to a primary school. The parents have been given the chance to review sex and life education materials. In order to take full account of the cultural expectations in the mainly Islamic community the parents will be properly consulted. The pupils are well aware of considerations of diet, safety and drugs. For instance Year 4 pupils have been working on a tapestry relating to healthy diets, for the school library. The children with special educational needs receive an appropriately challenging curriculum in English and mathematics. The school manages this through the children's specific learning plans. Many of these include clear and measurable targets to help the teachers plan appropriate work. The school has identified some higher attaining pupils and plans group activities to ensure that these pupils are sufficiently challenged by appropriate work. The school appreciates the Muslim culture of its pupils. Assemblies and acts of collective worship, where staff and religious leaders make good contributions, help to create very good relationships with parents. The pupils also gain good introductory insights into other world religions.
24. There is satisfactory provision for equal opportunities for all the pupils and they have access to all areas of the curriculum. The school pays careful attention to ensuring that all pupils are able to participate in all of its activities. Local initiatives, such as Better Readers and Talking Partners, are enthusiastically supported by nursery nurses and classroom assistants already employed in the school. The school values all of the children. There is appropriate praise for efforts made by the pupils. This is seen during assembly when achievements are shared by all staff and pupils. The school has very good links with the adjacent nursery school. The school is involved in projects with other primary schools in the Manningham area, leading to new creative arts and dance projects, and a range of after school and weekend initiatives. The process of liaison with the secondary schools, for Year 6 pupils, had not begun for September 2001, but no problems are foreseen.
25. Provision for the pupils' spiritual, moral, social and cultural development is good overall. Provision for spiritual development is satisfactory. It is planned sensitively for the different religions within the school. Faith worship and other assemblies are valuable opportunities for the pupils to increase their spiritual understanding. Short

periods in which to reflect are provided when the pupils are assembled together in the hall. The children develop an awareness and respect of the different religious festivals through celebrations in school and by lessons about other world faiths. They are encouraged to share their feelings and emotions with others in circle time, in class time or in personal and social education lessons. Although there are opportunities for reflection in other lessons, for example art, music, or dance, these are often incidental and are not planned to give children opportunities to reflect on the wonder and beauty of the world around them.

26. Provision for moral and social development is good. The school promotes moral values and an expectation of respect for one another. The headteacher knows the pupils well and regularly reinforces the school's moral values in assemblies. Opportunities are created in lessons to discuss the differences between right and wrong and all of the pupils understand these moral values. The school behaviour policy ensures pupils understand what is expected of them and provides a clear structure. The school's council is effective in ensuring that any difficulties or problems are fully explored. In lessons the teachers create opportunities for the children to work together collaboratively. The pupils are pleased to be helpful and willingly accept responsibilities. All of them are given opportunities to act as a monitor within the classroom and to help others around the school. The children's sense of responsibility to the wider community is supported well. Through, for example, regular collections made for charities. The pupils in Year 4 have participated in a workshop with a theatre group, when they discussed individual reflections about love, honour and respect and this culminated in a good variety of written and art work.
27. Cultural development is also fostered well. The children are made aware of similarities and differences between different groups and encouraged to respect and value a variety of traditions through art, literature, music and religious education. Good attention is also given to their local cultural heritage by visits to museums or by participating in a Victorian school day. World Book Day occurred during the inspection and the pupils were encouraged to join in. Resource provision for cultural development is variable. The school has a good range of dual language material to help make cultural awareness in literature accessible, but wider world resources in art are not sufficient.

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

28. The school's procedures for child protection and for promoting the pupils' welfare are good overall. Both the headteacher and the home-school liaison officer are involved in child protection procedures, including case conferences. The local authority and national guidelines are followed particularly those relating to consultation with families. There has been no recent training for teachers and support staff since the reorganisation of the school in 1999. The school has effective health and safety procedures, and has taken good measures to reduce the impact of the building work. Risk assessments are in place, and the local authority is involved as needed.
29. There are good procedures in place for monitoring and improving attendance. The school's computerised attendance records are monitored weekly, and the home-school liaison officer makes home visits to follow up absent pupils if necessary. Persistent absentees are referred to the education social worker as needed. Very detailed records are kept of pupils taken on extended family visits overseas, and permission for such visits is only given after the educational consequences are discussed with the parents. There is a range of certificates and prizes for good

attendance, which are awarded in praise assemblies each week. A helpful printout of each pupil's attendance record is sent to parents with the annual reports on progress.

30. The procedures for checking and supporting good behaviour and preventing bullying are very successful. The school uses a mixture of rewards, which vary slightly from class to class, and sanctions, which are clearly set down in the behaviour policy. More serious misbehaviour is fully documented and referred to the headteacher. When necessary the headteacher discusses the pupils' behaviour with them, and families are involved in more serious cases. The children newly arrived from Pakistan receive good support to help them adjust to life in England. No oppressive behaviour was noted during the inspection. The procedures for monitoring and supporting the children's personal development are good. The teachers keep detailed notes on the pupils' progress, and there are opportunities to discuss these with colleagues at staff meetings. The newly appointed learning mentors play a valuable role, working to prevent pupils from becoming disaffected from school. Classroom support staff and language support staff all help to motivate and support pupils, and to improve their fluency in English.
31. There has been improvement in the rate of attendance over the last three years, but it is still very low when compared with the national average for primary schools. The school is in the lowest 25 per cent of all schools. Most of the pupils have good attendance records. The school authorises an additional 20 days absence for pupils' extended visits to Pakistan and religious pilgrimages to Mecca, in line with local education authority policies. Most of the pupils return to school on or soon after the agreed date. The numbers making such visits have increased steadily over the past three years. The school has appropriately brought its definition of unauthorised absence into line with national policies and has identified such absences as 0.7 per cent. This is well above the national average of unauthorised absences for primary schools. The provision for special educational needs is good. Regular meetings are held between the coordinator, the support staff and teachers in each year group. Where appropriate, adjustments are made to the pupils' specific learning plans. This ensures that the provision is carefully assessed and evaluated. A good range of published diagnostic tests often supports teacher judgements. The school makes good use of outside agencies who provide advice for teachers and assess the pupils' development.
32. The systems for assessing the pupils' performance have improved since the previous inspection although there are still some aspects that need improvement. Assessment in the Foundation stage is satisfactory. This leads to an early identification of pupils with special educational needs and those who require additional help with English. The school collects the data from the baseline and national tests each year for four, seven and eleven year olds. Additionally, all the children in Key Stage 2 take annual literacy and numeracy tests. As a result the school has a considerable amount of information about the children and can identify their attainment in English, mathematics and science each year. The school is beginning to analyse the data for general features. As a result, low reading age scores showed that the teaching of reading in the school needed attention.
33. The use of assessment information to guide curriculum planning is not sufficiently developed. Some group targets are set in English, but these are too general to ensure sufficient progress is being made. Individual targets are not yet in place except for pupils with special educational needs. The pupils' levels of fluency in English are not being monitored and evaluated to guide future work. As a result, lack of fluency is

slowing down their progress in many subjects, especially English. Additionally, in the foundation subjects the National Curriculum levels reached by pupils are not assessed, so there is no record of what individual children know and understand which can be used to plan the next step. There are no detailed assessments of children who take extended absences to enable them to rapidly make up their missed learning. Assessment in some aspects of mathematics is good and guides teachers in preparing further work.

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

34. The school's partnership with parents and carers continues to be a strong feature. This reflects the close ties between the school and the local community that have been built up over many years.
35. The school continues to be well regarded by the parents. Two-thirds of the parents returned the pre-inspection questionnaire. This is a good response. The only two areas of concern they raised were the amount of homework and the range of out of school activities. The range of clubs provided by the school is good but most of them are not available for the children in Key Stage 1. The school is increasing the number of clubs including a daily breakfast club. The amount of homework set is typical for most schools and it makes a good contribution to the children's learning. Parents feel very welcomed into school. They strongly appreciate the relationships developed by the home-school liaison officer and the translation service offered. They say that their children like coming to school and make good progress. They feel that the teaching is good, and that they are kept well informed. Inspectors agree with these views apart from the teaching which is judged to be satisfactory.
36. The school makes great efforts to maintain strong links with parents, through the home-school liaison officer, who is well known to most of them. She visits newly arrived families at home, acts as a link with the education social work service, follows up absences, acts as a translator when required, delivers faith assemblies and helps to provide educational and social activities for parents, particularly mothers. These links are of a very high quality. The parents play an important role in the school, both by their support, shown in the high attendance rate at meetings, and by contributing their time and expertise. They cook for school events, such as the summer fair. They are helping to produce a tapestry for the school library, and support the school's ethos of hard work. Mostly it is mothers who are involved with school in these ways, and several have become valued members of the school staff. The parents value the advice given by the school about helping with homework and they help with the school's reading and language programmes.
37. Written information for parents is satisfactory and nearly all is available in Urdu as well as English. The school prospectus and annual report from the governing body are well written, informative and include attractive pictures. The prospectus includes a helpful curriculum outline for each year group. Annual reports to parents on pupils' progress are satisfactory, but only provide individual reports on the core subjects of English, mathematics, science and information and communications technology. For the other subjects a word-processed comment describes the range of topics studied and this does not give enough detail about each pupil. Some targets for improvement are provided but these are not sufficiently detailed and the school has already decided to change them. The parents of children with special educational needs are kept informed of their child's progress through the sharing of the individual education plans.

The parents are told immediately of any concerns. The home school liaison teacher makes a valuable contribution during sensitive discussions with the parents.

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

38. The school's leadership and management are satisfactory. There have been several effective improvements since the headteacher was appointed almost five terms ago. The headteacher's leadership is sound. She has a clear view of the needs of the school and has accurately identified priorities for improvement. For example the standards in English, mathematics and science, particularly in Year 6 and the need to further improve the quality of teaching. She has planned training for the teachers to improve this area. She has been helpfully supported by the deputy and the senior management team and by the governing body, who are committed and hard working. The governors successfully fulfil their legal responsibilities and have an accurate picture of the school's strengths and weaknesses. They analyse the school's results with the headteacher, for example, and discuss the reasons for the under-achievement. The headteacher and deputy form a secure team that leads the school effectively in identifying targets. The aims and values relating to the children's behaviour and personal development are clearly seen in the daily life of the school. Further work needs to be done to implement the aims relating to high standards and achievement.
39. The role of the curriculum coordinators in the school has been improved since the time of the last inspection and is satisfactory. The headteacher is keen to allow individuals to take on the management of their subject and a small budget through delegation. They receive some of the curriculum planning and help and advise each other when asked. There are early developments that will allow them to raise the standards. For example in the core subjects of English and mathematics the coordinators look at samples of the children's work and check that the curriculum is covered properly. However they have yet to evaluate the quality and standards of the children's learning and ensure that the standards are sufficiently high across the school. The coordinator for special educational needs effectively supports class teachers. For example he helps the teachers write the specific learning plans for those pupils in their classes with special educational needs. The register is kept up to date and class teachers have their own copy. There are good links between the special needs coordinator and the governing body. In the current school year thirty-one pupils have been removed from the register. This is a good indication of the school's success.
40. The headteacher has made a sound start in evaluating the quality of teaching and this has improved since the last inspection. She is now well placed to develop a system of monitoring to check that the children's rate of learning progresses smoothly through the school. The headteacher is creating a sense of unity and shared aims and all of the teachers are committed to raising the children's standards of achievement. Not all systems to monitor the standards are fully implemented, for example, sending curriculum plans to the coordinators or planning lessons based appropriately on the National Curriculum programmes of study. This is an unsatisfactory aspect of evaluating how well the school is doing. As yet there are insufficient safeguards in place to ensure that all of the children reach appropriately high standards. This results in an unsatisfactory degree of action to meet those targets relating to raising attainment. The headteacher has already identified this concern and has sought advice from the local authority.

41. There is an effective system of staff briefings, staff meetings and senior management team meetings, providing an appropriate structure for communication. There is also a planned programme of training. The school development planning process has been successfully opened out for consultation amongst the staff and this is an improvement. The priorities contained in the school development plan are relevant to the school's needs, such as higher standards in Key Stage 2 and monitoring the quality of teaching. Some of the targets have already been met well, such as the development of a team of teachers to improve the children's fluency in English.
42. The school's financial management is satisfactory. All expenditure is carefully monitored and opportunities for additional funding are explored. The budgets are used appropriately to help improve the standards and provision. Additional budgets allocated to the school have been managed well and several new teams of staff have been appointed to support the children. This includes a team who will link closely with particular parents and staff to support the children's reading and writing. The school has proper and workable financial systems and the staff involved are fully accountable. The governors are kept up-to-date very well with the school's financial position to enable them to make informed spending decisions. The school's administrative staff provide good support, liaising well with staff, pupils, parents and visitors and using new technology appropriately to support the school. The school applies the principles of best value soundly. The overall budget for the school has been lower than is typical across the country but was considerably increased during the present financial year.
43. The school has a sufficient number of teaching and support staff. They are suitably qualified and experienced to meet the demands of the National Curriculum and support those children with special educational needs and who are learning English as an additional language. The school provides sound support to teachers in their first year. A teacher mentor has been identified and an agreed programme of visits and lesson observations are planned. Teachers new to the school receive the school handbook to help them gain knowledge of the daily routines. The school has implemented a policy for performance management and all teachers are involved in the initial procedures.
44. The accommodation is satisfactory. The teachers make good use of an old building, which is cramped and difficult to manage. The temporary accommodation for Year 5 and Year 6 pupils presents difficulties for the teachers who are trying to create a stimulating environment. When the building programme is completed the Year 5 and Year 6 pupils will be taught on the main site. The resources for learning are satisfactory overall, but with some important weaknesses. The resources are satisfactory in literacy and science, and in mathematics in the main school, but are unsatisfactory in the annexe building for mathematics. The provision of books in the library is unsatisfactory. In information technology resources are unsatisfactory at the moment. There are new computers in the annexe and a computer suite in the main building, but there are few computers in classrooms for children to use and extend their skills throughout the week. The computers from the annexe will be placed in classrooms during the new school year, which will resolve this problem.

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

45. In order to maintain and improve the standards achieved by the school the headteacher, staff and governors should:

- (1) Raise the standards in Year 6 in English, mathematics, science and geography by ensuring that:
  - the teachers are familiar with the Key Stage 2 programmes of study;  
(paragraphs 17, 21, 80, 90)
  - the teachers have clearer expectations of what the children should achieve;  
(paragraphs 4, 6, 48)
  - the planning and teaching are closely monitored and support for improvement is provided.  
(paragraphs 39, 40,)
  
- (2) Raise the standards in mathematics by:
  - checking to ensure that the National Guidelines are implemented properly;  
(paragraph 73)
  - giving time to all aspects of the mathematics curriculum in addition to numeracy.  
(paragraphs 71, 72)
  
- (3) Raise the standards in reading and speaking and listening by:
  - ensuring that all teachers follow the school guidelines for the teaching of reading;  
(paragraphs 15, 63)
  - providing a broad range of books for the children to read;  
(paragraphs 16, 63)
  - providing an assessment and monitoring system for fluency in English and evaluating the children's levels of attainment;  
(paragraphs 1, 4, 7, 16, 33, 50, 55, 62)
  - developing the Literacy Strategy to meet the specific fluency needs of the children in the school.  
(paragraph 49, 66, )
  
- (4) Raise the standards in information communication technology by:
  - continuing the planned training for the teachers;  
(paragraphs 18, 99)
  - ensuring that all classes have lessons to improve their skills and understanding in using computers.

(paragraphs 8, 97, 98)

(5) Improve the consistency and quality of the teaching by:

- providing training so that the curriculum coordinators can check and evaluate the teachers' planning and give useful advice to improve the teaching;

(paragraphs 22, 39, 40, 68, 94, 99)

- monitoring the work the children do to ensure that each year group builds on earlier learning;

(paragraph 40)

- monitoring the work of the teachers in the classes to help and support them to improve;

(paragraphs 13, 38, 40, 73, 81)

- checking to see that improvements are implemented.

(paragraphs 38, 40 )

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

(1) Introduce more play opportunities into the Foundation Stage curriculum.

(paragraphs 52, 54)

(2) Review the curriculum for some of the foundation subjects to ensure the children have time to build on earlier learning.

(paragraphs 92, 96)

(3) Continue to improve the procedures to assess what the children can do and identify what they need to learn next. This is particularly important for the children returning from extended visits overseas.

(paragraph 33)

(4) Continue to implement the school policy for English as an additional language until all the elements are met.

(paragraph 47)



## THE PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

47. Nearly all of the pupils on the school roll speak English as an additional language and speak Punjabi at home. Provision for their needs is satisfactory overall. The coordinator and full-time teacher were appointed at the beginning of this school year. Together with the part time teacher, who mainly supports pupils in infant and Year 4 classes, they devised the policy statement. This is a clear and helpful statement for guiding the work of the team of teachers who support these pupils. The systems and organisation of English language teaching and learning are being put into place. As yet some of the systems identified in the statement have not been followed through. For example the key element of improving the skills of all class teachers so that they know how to teach English as an additional language is not currently met. However, there is clear evidence that this is being achieved more successfully with some staff than others. It is more effective in the foundation stage and infant classes and in Years 3 and 4. It is also in place in some upper junior classes but not with the same level of consistency. Some class teachers still lack understanding of their role as teachers of English to additional language pupils.
48. At the time of the last inspection the support provided was found to be good. The changed nature of the school has meant that new challenges have been placed upon the school to maintain this level of support. The quality of support and teaching is satisfactory overall. The children are learning English at a steady rate and, with help, are able to understand what they should do throughout most of the school. When they reach Years 5 and 6 the curriculum becomes more complex and many of the children are not able to understand and discuss their work at a satisfactory level. During their time in the school they are not receiving the specific support they need to enable them to become sufficiently fluent in English by the time they reach Year 6.
49. Some of the teaching is very good. Where it is most effective the staff show the children how to ask questions by their perceptive interventions. Sometimes they act as lead teacher in class lessons. This gives a clear message to pupils that the development of fluency and understanding is just as important to them as the curriculum subjects. At times the children's learning is over directed and they have too few opportunities to interact with adults and develop appropriate models of language. This is particularly the case in some upper junior classes. The specific needs of the pupils with English as an additional language in relation to the literacy hour have not been considered sufficiently to ensure pupils are gaining enough benefit in these lessons. Where tasks are matched effectively to the children's level of understanding higher standards are achieved. When care is taken to explain tasks precisely, and reading levels in English are checked in subjects such as science in Year 4, positive gains in learning are made. On two days a week a member of the local authority staff gives support to those pupils who are at the very earliest stages of learning English.
50. There are no assessment procedures to identify the pupils' stages of fluency and their understanding of English. The school is only just beginning to monitor the progress and achievement of the pupils in the upper junior classes to ensure that they are receiving the support necessary for them to reach their full potential. Nevertheless the school is developing a harmonious atmosphere in which the pupils' backgrounds, faiths and cultures are respected and valued. As a result the children are cooperative and ready to move forward in their learning.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	54

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	14	36	39	9	1	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	433
Number of full-time pupils known to be eligible for free school meals	0	204

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	112

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	388

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	5.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.7
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	31	43	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	26
	Girls	36	39	34
	Total	59	62	60
Percentage of pupils at NC level 2 or above	School	80 (67)	84 (81)	81 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	27	23
	Girls	34	35	32
	Total	57	62	55
Percentage of pupils at NC level 2 or above	School	77 (65)	84 (90)	74 (75)
	National	84 (82)	88 (86)	88 (87)

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	386
Bangladeshi	0
Chinese	0
White	2
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	23
Number of pupils per qualified teacher	18.04
Average class size	24

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

Total number of education support staff	26
Total aggregate hours worked per week	611

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999
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	£
Total income	626948
Total expenditure	617912
Expenditure per pupil	1545
Balance brought forward from previous year	40662
Balance carried forward to next year	49698

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	433
Number of questionnaires returned	295

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	19	1	0	1
My child is making good progress in school.	53	37	3	1	6
Behaviour in the school is good.	62	27	4	0	6
My child gets the right amount of work to do at home.	54	29	10	3	3
The teaching is good.	63	31	2	1	4
I am kept well informed about how my child is getting on.	59	31	4	2	4
I would feel comfortable about approaching the school with questions or a problem.	62	24	4	2	9
The school expects my child to work hard and achieve his or her best.	67	22	3	1	7
The school works closely with parents.	59	29	4	1	6
The school is well led and managed.	52	36	3	1	8
The school is helping my child become mature and responsible.	57	32	3	2	6
The school provides an interesting range of activities outside lessons.	40	26	13	4	17

Many more parents returned the questionnaire than is usual. The meeting for parents was represented by almost a quarter of the families. This good response has given a clear view of the parents' opinions about the school.

## **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**

51. The children get a good start to their education in the reception classes. The teaching is good and the staff develop good relationships with the children and their parents. This supports the children's learning. The good quality of provision has been maintained since the last inspection. Most of the children attend the near-by nursery school before coming to the reception classes, although each year there are a few who have not had any experience outside their home environment. The children enter school with a wide range of skills, and the early assessment shows that their attainment is below that expected for their age. Most have a very limited knowledge of the English language, as their families speak Punjabi at home. Their vocabularies are restricted and this affects their learning, for example in mathematics and knowledge and understanding of the world. They have difficulties expressing their ideas and talking about what they are doing in English.
52. The school uses the new Foundation Stage curriculum to introduce the children to an appropriate range of experiences. In most cases this works well to support the children's learning. There are, however, insufficient opportunities to extend the children's language skills through play, both inside and outside, and to allow them to make their own decisions about what they are going to do. The children make sound gains in learning but most do not reach the standards expected nationally by the time they enter Year 1. The initial assessments made of the children's ability are used to identify those who may have special educational needs. Referrals are made to outside agencies, such as speech therapists if necessary. These children are given appropriate additional support. Good records are kept of the children's learning in reading, writing and numeracy. Insufficient assessments are made of children's language skills in both Punjabi and English.

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

53. The children's skills vary considerably, and many have immature skills in personal and social development. The teachers and nursery nurses establish good relationships with the children and help them to become more confident and independent. The staff have a very consistent approach to encouraging good behaviour and show the children how to behave. There are well-established routines so that the children feel secure and know what is expected. Both classes currently have a member of staff who can speak the children's home language. This is important in helping them to understand what is expected and to settle quickly. The children are given good opportunities to work together and adult support is given when needed, to encourage them to share and take turns. The staff join in with the children's play. This helps to extend their vocabularies and to provide good examples of what is expected. Most of the children concentrate for periods of time without adult supervision. They develop good attitudes to learning and have a clear understanding of what is right and what is wrong.
54. The classrooms are bright, attractive and well organised. Equipment is stored well for easy access. However, the children have only limited opportunities to become independent and to get what they need, as well as to replace it after use, as resources are usually laid out on tables ready for them. There are too many activities

that are selected by staff and not enough that the children choose for themselves. The children are likely to reach the standards expected in many aspects of this area of learning, but they are held back by their inability to talk about their feelings and explain their actions in English.

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

55. The teaching is good in this area but most of the children are unlikely to reach the standards expected by the time they enter Year 1. Good attention is paid to extending the children's understanding of specific vocabulary, such as the parts of the body, and words related to role play activities, like what happens at a birthday party. The staff talk to the children about what they are doing, but more needs to be done to develop their speaking skills. They are not always given enough time or the opportunity to respond and they do not reply to questions or speak generally in full sentences. Elements of the Literacy Strategy are used well. The teaching of letter sounds and the emphasis on recognising words that are found frequently in books are good. During the inspection many of the children correctly selected items that began with the week's letter 'b' and wrote the letter correctly. Most write their name and they are beginning to improve the way they form letters. The children are beginning to 'have a go' at writing, and about a third use their knowledge of letter sounds to attempt to spell individual words. Good attempts are made to involve parents in the children's learning through homework. The parents help their children by sharing books with them and reinforcing the sounds associated with letters. The children enjoy listening to stories and sharing books with adults. With encouragement they join in with repeated phrases and talk about what is happening in the pictures.

### **Mathematical development**

56. The children's understanding of numbers and their counting skills are very varied when they start school. They make steady gains in learning through a variety of good practical activities, such as the washing line game, and through good teaching. Most of the children learn to count to ten and some beyond, but only the higher attainers order numbers to ten correctly. Their understanding of the vocabulary relating to other aspects of the subject, such as capacity and length, restricts their learning in these areas. As a result, they are unlikely to reach the standards expected by the time they enter Year 1. On occasions good use is made of staff's knowledge of Punjabi to extend the children's understanding, for example when they are working on the concept of 'one more'. The classrooms are used effectively to display numbers and they give sorting and counting opportunities which help the children's recognition of numbers.

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

57. The children are unlikely to reach the expected standards by the time they leave the reception classes. Their knowledge is limited, partly because of their understanding of English. For example, many of them do not know the English words for parts of the body, such as arm and leg. The teaching is good and takes full account of the children's limited experiences. The staff provide an appropriate range of learning opportunities to extend the children's knowledge of the world around them. For example, people who help around the school, such as the lollipop lady, the caretaker and a cleaner, come to talk to the children about what they do. The children plant seeds and learn what conditions they need in order to grow. The children explore objects using their senses and they learn to use correctly words such as hard, soft,

rough and smooth. The two classes share a computer so the children have only limited opportunities to develop their skills, but they learn to use the mouse to select items they want and they begin to become familiar with the keyboard. The children learn a variety of ways of fixing items together, for example by using sellotape, glue sticks and adhesive.

### **Physical development**

58. The teaching in this area is satisfactory. There is an outside play area with a climbing frame and a selection of wheeled toys for use in the summer. Both classes also have three short sessions in the hall each week to give children appropriate opportunities to extend their physical skills throughout the year. The children move around the classrooms freely, showing good awareness of space and of the movement of others around them. The children are given good opportunities to develop finer physical skills, for example by painting and using construction equipment to make models. They make steady gains in learning. For example, they make paperweights out of clay and decorate them using shells. They draw round petal shapes and cut them out carefully. They then attach them to sticks to make 'flowers'. Most of the children reach standards similar to those expected nationally by the time they enter Year 1.

### **Creative development**

59. The teaching is generally good in this area. A sound range of planned activities and well focused adult support and encouragement mean that the children make steady gains in learning, but they lack the language to express their ideas clearly in English. The children in both classes use paint to make pictures to illustrate their ideas. The staff work alongside the children to help them extend their imaginative play and to use appropriate vocabulary. For example, in one class the staff demonstrate the giving and receiving of a birthday present, with the receiver trying to guess what was in the parcel. The children enjoy these activities but they use very little language whilst taking part. They reach the standards expected in practical activities but they do not attain equivalent standards in their creative use of the English language.

### **ENGLISH**

60. The children's standards in English at the end of Key Stage 1 are below the level expected nationally. In the national tests in 2000 the children's standards were also below average. When compared with similar schools, the results are average in reading and above average in writing. By the time they are eleven, the pupils' results are well below those expected nationally. This is the first year that the school has had Year 6 pupils, so there is no data for similar schools to make a comparison. The children in Key Stage 1 and in Years 3, 4 and 5 are learning at a satisfactory rate and their achievements are satisfactory when compared to their attainment on entry to the school. The pupils in Year 6 are achieving at an unsatisfactory level. The pupils with special educational needs have made satisfactory progress across the school. Over the past few years the boys have reached higher standards than the girls. The implementation of the Literacy Strategy has improved the provision for the girls and during the inspection no particular differences in the attainment of boys and girls were seen. Since the last inspection the teaching of writing has improved but the teaching of reading has not yet improved sufficiently.



61. The quality of teaching is good overall although there are variations in the teachers' skills. Just over half of the teaching seen was good or better, there was one unsatisfactory lesson. Exceptionally good teaching was seen in Year 6, Year 2 and by a teacher supporting pupils with English in Year 4. Where the teaching is very good the teacher's enthusiasm is infectious and expectations of standards of work and behaviour are very high.

#### Speaking and listening.

62. The children's level of fluency in English is lower than that expected nationally and this is slowing their learning in all aspects of English and other subjects of the curriculum. There are no systems in place to assess the pupils' levels of fluency in English or to check how fast they are learning and this is unsatisfactory. The children pay close attention to their teachers and listen with interest to each other. Although many of the children are confident speakers, others are not and the teachers do not provide sufficient opportunities in lessons to demonstrate speaking or to correct speech patterns. Some of the teachers expect the children to give extended answers to questions, but this practice is inconsistent across the school. When reading aloud, in their literacy lessons, some of the pupils are developing a dramatic and expressive tone to enliven stories and poems. This was seen, for example, in a Year 2 lesson on 'Katie Morag' by Mairi Hedderwick. In lessons like this the children achieve standards closer to those expected. Many of the older pupils have learnt to speak confidently and with some clarity, but many have difficulty explaining or expressing complex ideas. Generally, everyday vocabulary is much narrower than the average for their age. The teachers give the children plenty of practice in listening but there are not enough planned opportunities for pupils to develop their speaking skills.. The initiative called 'Talking Partners' is however helping to develop fluency. The school's strategy for teaching literacy skills has taken account of the flexibility of national guidance but is not as effective as it could be.

#### Reading.

63. Many of the pupils make steady progress in their reading from a below average starting point. Standards of attainment throughout the school however, remain below that expected. By the time they are eleven the children's attainment is well below average. The school has rightly identified that this area needs attention. The children's reading skills in using phonics are satisfactory but their comprehension and vocabulary skills are at a much lower level. The regular group and guided reading sessions are not used as well as they should be to develop the children's reading. Some of the teachers are not sure how to plan and use these sessions in order to increase the children's achievement. By the end of Key Stage 2, some of the pupils read fluently with confidence and expression but many do not. Younger children learn to recognise a growing number of common words from memory. The majority of children heard reading by inspectors were enthusiastic but the range of books and authors they have read is narrow. They have below average ability to talk about the ideas, characters and qualities of the books they have read. The younger children often read the words, but do not know what they mean. The skills of researching factual information from libraries and using the computers are underdeveloped.
64. The strength of the teaching of reading is the systematic teaching of basic skills whilst the promotion of older pupils' wider and more advanced reading skills is a relative weakness. In these cases planning for reading, is less precise and the work is not appropriately challenging so the progress of the pupils is less than it should be.

Events such as World Book Day, when adults and children dress as characters from favourite books are enjoyed by all and present a positive image of reading. However there are too few attractive book corners in classrooms where children can browse and enjoy their reading. Additionally the library resources are unsatisfactory. The library itself is an underused resource. The school has introduced 'Better Reading' which is a good initiative and is being successful. The support staff plan reading activities with class teachers and work with children needing extra support.

#### Writing.

65. The standard of pupils' writing by the end of Key Stage 1 and in Years 3 and 4 is below average. It is, however, better than that of similar schools when children are aged seven. At the end of Key Stage 2, the pupils' standards of attainment are well below average. More opportunities are needed for the children to write at length and in other subjects such as history, geography and religious education. The teachers' marking of the pupils' work is mostly satisfactory and there are some good examples of the teacher showing individual pupils how they can improve. In one or two classes the marking and the quality of presentation are unsatisfactory. The teachers provide a satisfactory range of purposes for the children's writing. For example the younger pupils list ingredients for a fruit salad and write stories about an island in the sun. The older pupils write opinions about Cinderella and limericks.
66. Regular opportunities are provided for the children to practice spelling and handwriting. There are also opportunities for children to rewrite work to improve their spelling and punctuation, but there are too few opportunities for them to develop their skills of drafting and reviewing their work on paper or the computer. The oldest pupils find some difficulty in using words effectively to interest, persuade or achieve special effect. Their writing is rarely adventurous in vocabulary or style. This reflects their limited experience in such uses of language in the reading that they do. The work does not always challenge the children at the right level. Sometimes the tasks are very difficult for them to understand. The children enjoy their English lessons and they try hard.
67. Planning of appropriate work is aided by means of keeping track of individual pupils' progress through regular assessment and testing. These systems are not yet used sufficiently to check and support the fluency of individual pupils and record the levels of achievement. Targets are being set for groups of pupils but are not sufficiently refined to match the needs of individual children. This needs attention especially in developing the pupils speaking skills. The pupils with special educational needs are well supported by additional staff. Although these pupils have individual plans to develop their literacy skills, their targets are sometimes too wide and do not detail the specific steps required to accelerate progress.
68. The coordinator has worked hard and is developing her monitoring role well. She has worked with the local authority's literacy consultant and identified the weaknesses in the teaching of reading. An action plan has been drawn up to correct this problem. The coordinator is a knowledgeable teacher and provides a good example for her colleagues. She is keen to promote improvement. Samples of written work are now collected and are checked to see that they match the National Curriculum levels. This is a good system. These collections do not yet include samples of work from Year 5 and Year 6 which is a major omission in ensuring that these children attain the highest level.

## MATHEMATICS

69. In the national tests in the year 2000 the standards of attainment in mathematics for the pupils at seven years of age were well below national averages, although they were in line with those of pupils in similar schools. Although the percentage of the children achieving the expected level 2 are close to national averages, only half the expected numbers of pupils are reaching the higher level 3. Since the last inspection the numbers of pupils achieving national expectations of level 2 has fallen considerably during this five-year period. There has been no significant difference between the attainment of boys and girls over time. Inspection findings show that standards for pupils at seven years of age are not yet at expected National Curriculum levels, but are currently showing some improvement and are nearing those of other pupils nationally. In the year 2000 there were no pupils in school eligible to take the end of Key Stage 2 national tests for eleven year olds. The school predicts that the pupils who are currently in Year 6 and will take national tests in 2001 are well below national averages. Inspection findings confirm this.
70. Overall the achievement of the pupils in Key Stage 1 is satisfactory. The children, most of whom have English as an additional language, make satisfactory progress as they are supported well in lessons. Satisfactory standards are achieved in Key Stage 1 in data handling. The pupils enjoy activities like collecting information about favourite foods or drinks. The pupils with special educational needs are supported well in lessons and make satisfactory progress to reach identified targets in both key stages. In Key Stage 1, while there is some good and very good teaching, one third of the teaching is unsatisfactory or poor. In these lessons the children were not always given work that matched what was needed next. Overall the teachers have secure subject knowledge and understand how to teach the numeracy hour. Basic skills are taught satisfactorily in most lessons. As a result the pupils of seven years of age are achieving standards in numeracy that are broadly in line with the expectations of pupils of this age. By Year 2, for example most of the pupils are familiar with numbers to 20 and many pupils to 100. They enjoy counting to and from 100 in 2's, 5's and 10's. Where the quality of teaching is less challenging, there is insufficient attention paid to the previous learning of pupils in order to make the teaching of basic skills systematic.
71. In the junior classes the pupils' standards through the key stage in numeracy are variable. By the age of eleven the standards are only in line with expected level 4 for the more able pupils, with a very few pupils having better than average standards in numeracy. The pupils' achievement has been below average in Years 5 and 6 but recently the children are learning at a faster pace and are achieving at a satisfactory level. In the junior classes the teaching is stronger than in Key Stage 1 and over half is good or very good. Many of the features of good teaching have been identified and supported through the lesson monitoring by the senior staff. By the age of eleven most of the pupils can carry out mental calculations and are gaining in speed and confidence as they improve their accuracy in calculating using the four rules with two digit numbers. They all enjoy the challenge of solving problems in these oral sessions. Many of the pupils still lack the skill to apply their knowledge in using and applying numeracy knowledge to problems, and even have difficulty with understanding the terminology of some questions
72. There are few opportunities for the older children to work practically in shape, space and measures or to solve problems. This is because there are insufficient resources available for these parts of the mathematics curriculum. Those pupils with English as

an additional language need more practical activities to understand their work. There are insufficient opportunities for pupils to draw graphs and charts and few pupils have recognised the use of data handling in other areas of the curriculum. Most of the pupils in Year 6 have undertaken work on probability but they find it difficult to estimate possible outcomes or see relationships and number patterns. There is little use of information communication technology to support the work in mathematics. Generally there is satisfactory planning of lessons and some teachers make good use of evaluation of their teaching in order to move learning forward. Good systems of assessment are now in place in all year groups.

73. There are inconsistencies across year groups. For example, in Year 5 some of the pupils are timetabled to be taught numeracy by two different teachers each week. Some of the teachers plan in isolation from each other and there is some repetition in learning. The teachers have little opportunity to observe each other teach, and experienced teachers have little opportunity to share their expertise with the less experienced colleagues. The introduction of a scheme of work during this school year is improving the consistency in teaching and providing greater breadth and balance to mathematical activities. The coordinator is leading the subject appropriately. She has begun a good system of collecting samples of pupils' work to monitor progress but has limited time to monitor progress overall.

## **SCIENCE**

74. The children's standards at the end of the infants are close to the national average. A lower proportion of children than average reach the higher level. The standards are very poor at the end of the juniors with less than four in every ten pupils attaining the national average and only one pupil in twenty attaining the higher level. When compared with schools in similar circumstances attainment in the Infants is good. The standards have risen since the previous inspection because the school now teaches pupils how to organise scientific investigations. These improvements have taken place throughout the Infants and in Year 3 and Year 4 but they have yet to be implemented in Years 5 and 6.
75. Standards in the Infants and in Years 3 and 4 have been improved through the teaching of specific scientific language, introducing pupils to scientific vocabulary. This enables them to think scientifically and encourages them to work independently to examine their own thoughts and ideas.
76. This good practice is not established in Year 5 and 6 because the lesson planning is not sufficiently guided by the subject programmes of study outlined in the National Curriculum and pupils are not challenged to organise their own investigations. Often they merely follow the instructions of the teacher. For example Year 6 pupils observe snow being heated over a Bunsen burner until it melts into water then until it begins to boil. They take temperature measurements regularly, but they do not measure the amounts of snow to be melted or predict how much water it might change into.
77. The quality of teaching is good in the Infants. Teachers have good scientific knowledge and plan interesting and challenging activities to present scientific investigations to their classes. In a Year 1 class the teacher asked the pupils to consider whether they are exerting a push or a pull when they are closing a door or opening a drawer. These activities successfully involve the pupils in the experiments and stimulate their interest. Very good use is made of symbol cards to represent the

direction of a force and the teacher successfully involves pupils in mathematical analysis of the results, helping them to organise sets of 'pushing' and 'pulling' forces.

78. In a Year 2 lesson, the teacher had high expectations of the pupils. They were provided with both living and artificial flowers to help them identify the differences and introduce them to the factors such as light, heat and water that are required to support growth. The lesson had a brisk pace, which ensured that the pupils' interests were held. New scientific vocabulary was skilfully introduced before the pupils planted vegetable seeds and organised charts to record their rate of growth.
79. This good quality of teaching was seen in Years 3 and 4 with the lesson planning successfully linking the acquisition of scientific language and knowledge with the development of practical investigations. Year 3 pupils are taught to explore the idea of 'natural' and 'man made' when, for example, they sort and classify a selection of rocks, pebbles and stones. Good classroom organisation enables girls and boys to work together in groups to agree the criteria to use for this activity. Hand lenses are available to help them make more detailed observations. The pupils were enthralled when they observed the veins of white marble and minute specks of crystal sparkling on the rocks. The teacher and the learning support assistant use time well to circulate and support the groups and new vocabulary is introduced at appropriate opportunities. The strength of the teaching in these lessons is the careful use of questioning to help the pupils organise and develop their thinking and to inform the teacher of pupils' levels of understanding. Very good use is made of enthusiastic and skilled learning support assistants when they are available.
80. The quality of teaching is unsatisfactory in Year 6 because the organisation and planning of the lessons does not follow the agreed school policy. The activities do not systematically add to pupils' scientific knowledge or develop their investigative skills. The scrutiny of pupils' work in Year 5 and 6 indicates some inaccurate scientific procedure and knowledge. In Year 5 there is a wide range of scientific levels being taught. For example pupils sort objects into simple categories including wood, rubber and plastic, which is a task to be completed in Year 2. They copy out facts about blood including information about white cells and plasma, which is taken from the higher levels of the secondary school programme of study. This indicates poor planning and results in pupils not systematically gaining scientific knowledge or skills.
81. The coordinator has worked hard to develop a challenging science curriculum and the school has a good portfolio of pupils' work, which has been accurately levelled. She does not receive sufficient time to be able to evaluate teaching to ensure that the policy for science teaching is used in all classes.

## **ART AND DESIGN**

82. Only one lesson was observed during the inspection and this was in Year 4. As a result the overall judgements on the standards reached by the children are based on their earlier work which is displayed in the school. This work is above average in the infant classes and in Years 3 and 4. At the end of Key Stage 2, there is very little work and a judgement cannot be made. The work seen shows that the children's learning develops at a good pace. They are able to use the media effectively and are given many opportunities to use a wide range of resources. The standards are higher than those seen during the previous inspection when the children's work was average.

83. The children in Year 1 use paint well. Their watercolour pictures of daffodils are careful and sensitive and their street scenes are robust with strong colours. They use space and colour well to show appropriate detail. In Year 2 the children's portrait work based on the study of the work of famous artists and life studies are confident and decorative. They use a range of materials including paint, pastels, chalk and collage materials. Their work shows a good attempt to capture individual characteristics. Both year groups are learning at a good rate.
84. In the junior classes the children have used computers to make unusual designs and pictures. These show a good use of space and design. Patterns made from dripped and trickled paint have resulted in attractive and fairly sophisticated work. In Year 4 the children's printing and textile work is thoughtful and attractive. Some of the children's parents finished the textile work by combining it into a large wall hanging for the library. This work shows an increased sense of design and demonstrates greater control of the resources as the children move through the school. The work is good for the children's age and shows an increased understanding of colour and design as the children get older. In Years 5 and 6 there was not enough work available to make a judgement on the standards reached by the children.
85. The school has based its scheme of work on the voluntary national scheme and this is having a good impact. The lessons are planned effectively to teach specific skills and improve understanding over a period of several weeks. This is working well and the children are learning how to link their work by using a range of different media. The children's work shows a good level of confidence and individuality in style. The tasks are challenging and the children have responded well. The coordinator does not take an active lead in the subject although she is available for other teachers to talk to. She is in school two days each week which limits the time she can support others. She is uncertain of the work covered in Years 5 and 6 and does not see all the teachers' planning. This prevents the coordinator from gaining a clear view of the art curriculum provided across the school and is unsatisfactory.

## **DESIGN AND TECHNOLOGY**

86. The children's standards are better than those found in most schools in the infants. In the juniors they are similar to what is found nationally. The coordinator provides good leadership and has made improvements since the last inspection. The nationally recommended scheme of work is being carefully adapted to ensure that pupils build appropriately on their knowledge and skills from year to year. However, as yet a system for checking and recording the pupils' progress in the subject has not been devised.
87. The quality of teaching is good in the infants and the pupils make good progress. In Year 1 children's models of slides and swings help them gain greater understanding of how to make rigid structures. They experiment with the components of construction kits to assemble their models. The Year 2 pupils work on moving vehicles is supported by detailed sketches and labelling of the various parts and lists of required resources for the assembly of the models. They make good evaluations and think of ways to make the wheels more sturdy and reliable. The teachers use questioning well to help the pupils sort out their ideas. Models of buildings made from recyclable materials are finished to a high standard and include the use of paper fasteners to assemble self-locking doors and windows.

88. The quality of teaching is satisfactory in the juniors and the pupils make steady progress. They are given clear explanations of the task. For example precise instructions enabled the children to examine a range of fabric materials prior to making their selections of which to use for a soft toy. The tasks of designing and evaluating are not yet as fully developed as the process of constructing and assembling but the children's achievements are satisfactory. Good links are made with history, for example, with the Year 3 and Year 4 pupils constructing Viking ships and Tudor houses incorporating a good range of accurate measurement and cutting of card and wood. There are good links with science where the children apply their knowledge of how high and low pitched sounds are made to their design and construction of musical instruments. The pupils' work is completed to a good standard.
89. A comprehensive portfolio of work has been compiled but has yet to be annotated. A popular science and design and technology club meets regularly which enables the children to further develop their design and technology skills.

## **GEOGRAPHY**

90. The pupils' attainment by age eleven is below average, as it was at the time of the last inspection. This results mainly from insufficient coverage of the National Curriculum, especially in Years 5 and 6, with too little time allocated to the subject. Since the last inspection there has been an improvement in the standards reached by seven year olds. They now have similar skills and knowledge to those expected of pupils of their age. The pupils with special educational needs reach satisfactory standards.
91. No teaching was observed in Years 1 and 2, but the work produced shows that the children develop a satisfactory knowledge of the local area by age seven. Good use is made of the variety of buildings near the school to enable the children to learn about different styles of houses and the various types of shops. They draw clear picture maps to show their route to school and they identify where they live on a map. The children compare and contrast their locality with the island of Struay and are beginning to understand the similarities and differences of living in these two locations. The school is using the nationally recommended scheme of work to ensure that an appropriate range is covered and that new work builds on what pupils already know. This is an improvement since the last inspection.
92. When the new scheme of work was introduced in the junior classes it did not match well with the pupils' previous work. This led to gaps in the subject knowledge and skills of the oldest pupils, for example in making and using maps and learning about a variety of localities and physical features. The pupils do not have enough experience of visits out of school to extend their knowledge of physical features or to develop fieldwork techniques. In addition, only two per cent of the overall curriculum time is devoted to the subject in Years 5 and 6 and this is too little. As a result of these factors, standards in Year 6 are below average. The teaching is satisfactory overall. In the one unsatisfactory lesson observed in Year 6, the work on a local river valley was not well matched to pupils' earlier learning. The majority of the class did not have a clear understanding of some of the vocabulary being used. For example, they were asked to draw a cross-section of the river valley, but they did not understand what a cross-section was or the meaning of the term erosion. They also had difficulty drawing their route to the beck on a street map. The teacher concentrated on pupils recording their findings from their visit to Heaton Beck, rather than developing their understanding of the features they observed and the processes that made them.

93. In Years 3 and 4, there are examples of work which link well with other subjects and, therefore, make good use of the time available. The pupils have satisfactory skills and knowledge. In Year 4, a book on volcanoes and earthquakes was used in literacy and it was linked with the recent earthquake in India. Other subjects are used well to support the children's learning, for example there are links with history and the study of the Vikings in Year 3. The pupils use atlases and brochures to locate Scandinavia and find out what it is like there. They begin to compare that locality with their own area. The lack of access to the Internet and computer discs containing relevant information in the classrooms means that the use of information technology in the subject is unsatisfactory. The pupils are generally interested in their work and they collaborate well to share resources and compare their findings. When they are unsure about what they are doing their concentration lapses and they chatter.
94. The coordinator has produced an action plan, which outlines appropriate action to raise standards, but she does not have the opportunity to influence teaching formally. She has begun to improve the resources available to meet the needs of the new curriculum and the additional year groups. Resources are well organised and readily accessible. It is left to the discretion of individual teachers how they assess pupils' knowledge and understanding. This leads to inconsistencies in practice and is unsatisfactory leadership overall.

## **HISTORY**

95. The children's standards in Key Stage 1 have improved since the last inspection and are now at a level expected nationally. By the age of 7, the pupils develop their knowledge and understanding of the lives of people in the past, such as Florence Nightingale and Samuel Pepys. The children learn about the development of buildings since Victorian times and how the heating and lighting of houses have changed. Their sense of time passing is developing well. There is insufficient evidence to make a judgement about the standards reached in Key Stage 2. No lessons were observed during the period of the inspection and the range of work seen was limited.
96. The coordinator is knowledgeable. Blocks of work are carefully planned to enable the children to experience as wide a range of history as is possible. This scheme of work helps teachers to plan and ensures that pupils are not repeating work or historical ideas. This is an improvement since the last inspection. The timetabling of these blocks, however, results in extensive periods of time when Key Stage 2 children do not have history lessons. This slows their progress in developing historical skills. A small collection of work is now being kept. It has been assessed to see that the work is at the expected National Curriculum levels. The coordinator has a good overview of the strengths, and of the areas, like assessment, that need to be developed. More should be done to ensure that the pupils apply their literacy skills through history lessons. Visits to places of historical interest, such as Eden Camp, as part of their work on World War Two and holding a Victorian day in school, all help to bring history alive for the pupils.



## INFORMATION AND COMMUNICATION TECHNOLOGY

97. The pupils' attainment was found to be unsatisfactory in the last inspection. There has been some improvement in teaching and learning since then, but it has taken place only recently. The pupils in Years 2 and 6 still do not reach the standards expected. The hardware and software available to teach the subject and teachers' subject knowledge, are slowly improving. As a result, all of the pupils, including those with special educational needs, are making rapid gains in learning. It will take some time to develop their skills and understanding to the required standard as they are starting from a low baseline. Many of the pupils, especially in the lower year groups, do not have access to equipment at home and they are very dependent on what the school provides.
98. Teaching was only observed in Years 3 and 4 and it was good. The lessons were well planned and the teachers gave clear explanations and used appropriate technical vocabulary. As a result, the pupils achieve well, for example in learning in how to make and use a database in Year 4. In Year 3, they used a simulation program to design a house and garden. The Year 6 pupils see computers as very good aids to extend their own learning. They have only limited knowledge of the use of information technology in the wider world. The school is using the nationally recommended scheme of work to introduce new learning and build on what the pupils already know and understand. Whilst some of the pupils are working at the level expected for their age, most are operating one or two years below this. The teachers recognise that most pupils have not had enough previous experience to gain the skills necessary to tackle more complex work. This is an additional reason why standards are not at the expected level.
99. There are two coordinators who lead the subject well. They willingly give their time to respond to the teachers' queries and help them sort out equipment problems. There is a useful action plan which sets out what needs to be done to raise standards, including the introduction of assessment procedures to give an accurate view of pupils' knowledge and understanding. The coordinators have access to the teachers' planning, but they are not yet expected to intervene to ensure that appropriate work is carried out or to assess the quality of teaching. A survey to gauge the teachers' subject knowledge revealed that many lacked confidence in their own ability, especially in areas other than word processing. Two days training is being provided for them through the New Opportunities Fund and more will follow.
100. Careful thought has been given to ensure that the school receives good value for money when purchasing additional equipment. Resources have improved. New computers have been bought for the annexe. There is a computer suite in the main building where the machines are connected to the Internet and the range of software is being extended. The suite provides the teachers with an opportunity to teach skills to the whole class. Many of the teachers plan lessons in the suite regularly, but there are some who do not. As yet there are few computers in classrooms and this further limits the progress made as the pupils have insufficient opportunities to consolidate their skills throughout the week. It also means that there are not enough opportunities to use information and communication technology across the curriculum although there are examples of good work in art in Year 4. The children use the word processor from time to time, but they have fewer opportunities to produce graphs, for example in mathematics and science, or to carry out research using CD ROMs or the Internet.

## MUSIC

101. Few music lessons were observed during the inspection. No overall judgement is made about the standard achieved by pupils at the end of juniors. More evidence was available for the pupils at the end of the infants and here the standard is judged to be satisfactory. This is an improvement since the last inspection. Lesson observations show that the attainment in Year 3 is average, but is higher than average in Year 4 and Year 5 where the teachers have very good subject knowledge.
102. In the infant classes the pupils show a keen sense of rhythm. They enjoy their work and show their enthusiasm when playing instruments or taking the role of conductor. They begin and end their performance together paying good attention to playing an instrument and watching the conductor at the same time. The pupils in Year 3 sing songs, such as the Bumble Bee enthusiastically. Their performance is enhanced by the excellent accompaniment of a visiting pianist. In Year 4 the children develop their knowledge of more complicated rhythm and add words to help them combine them. Skills of composition are developing well in Year 5 when the pupils compose lyrics to the known melody London's Burning. The children enjoy their music making and this is contributing to the high standards seen in Year 4 and Year 5.
103. In the four lessons observed the quality of teaching overall was good. The lesson taught by the music coordinator was very good and one lesson in Year 4 was excellent. In these lessons the work was very challenging, the pupils combined their musical skills to produce performances of high quality. Work is interesting and excites the children. The teachers maximise the learning opportunities, and through skilful questioning they assess the stages of development accurately and know what to do to ensure high levels of attainment are achieved. Enjoyment and enthusiasm are shared between the teachers and the children.
104. The newly appointed coordinator has made a good start in evaluating the strengths and determining the developments needed for her subject. Although very good assessment records are kept in Year 4, this system is not in place in other year groups and this is unsatisfactory. A scheme of work is now in place to support the teachers when planning music lessons. This is an improvement since the last report. An Asian music club is held weekly unfortunately, because of the snowy weather, it had to be cancelled during the inspection week.

## PHYSICAL EDUCATION

105. At the time of the last inspection the standards in physical education were judged to be satisfactory throughout the school. These standards have been maintained. Dance, gymnastics and games lessons were observed. The pupils undertake swimming lessons in Years 5 and by the time they leave the school, the majority of them achieve the national standard of being able to swim 25 metres.
106. The Year 1 children are beginning to understand how to use their bodies to better effect when stretching, pushing and pulling. The Year 2 pupils show good control of their bodies and have good awareness of space. For example, they can stop and change direction quickly and precisely without bumping into others. They practice and refine games skills of throwing, rolling and catching. In Year 3 the children are able to throw and catch reasonably accurately using one hand. They can express

themselves through dance and reflect the music in their movements. They respond appropriately and express their feeling, moods and ideas. By Year 6 they can identify a range of throwing techniques and perform them appropriately. The Year 6 children can perform shoulder throws accurately and fairly quickly to a partner. They are beginning to develop intercepting techniques as part of netball training.

107. In the lessons observed the teaching was satisfactory overall. It ranged from good to unsatisfactory. The teachers have good control and manage their classes well. Opportunities are given for collaborative work and for the pupils to demonstrate their skills to the rest of the class. Appropriate activities are planned to develop gymnastic and games skills. Sometimes the activities do not challenge the children properly and they do not make enough progress. In the better lessons, their performance is evaluated by both the teachers and other pupils as a means of improving. The children cannot always express their thoughts clearly during these discussions and are not able to use the technical language effectively because they are not fluent enough in English. The children enjoy the lessons, are well behaved and respond well to the teacher's instructions. All the teachers pay attention to safe working practices.
108. The coordinator is enthusiastic and leads the subject well. The nationally recommended scheme of work is in place. This supports a balanced programme of activities and ensures continuity and progression. The resources are satisfactory and provide pupils with equipment which extends their learning.

## **RELIGIOUS EDUCATION**

109. The children's standards in religious education are in line with the requirements of the locally agreed syllabus for pupils at seven and eleven years of age. The progress made by the children is satisfactory over the time they are in the school and the standards have been maintained since the last inspection. A satisfactory balance is achieved between Christianity and other world faiths represented in the school with good consideration given to respecting the beliefs of each faith. The teachers are sensitive to the need to respect and value the opinions of each faith and are skilled at incorporating many aspects of moral and social understanding in their lessons. The governors have achieved a determination for collective worship from the local authority, which ensures that collective worship is appropriate for the school community.
110. In Years 1 and 2, the pupils are introduced to a range of stories which are common to Christianity, Islam and Judaism. They have compared different customs in areas such as prayer. This work provides a good link to support work in literacy where they are encouraged to improve their speaking and listening skills. They can describe special possessions or favourite stories from "special books" and understand that people worship in different ways according to their religious beliefs. The junior pupils continue to think about values and beliefs of religious faiths. They compare places of worship of Hindu, Sikh, Buddhist, Muslim, Jewish and Christian believers. Some of the pupils have visited a Christian church and learnt the names of the different parts of the church and Christian furniture. The school has a satisfactory range of religious artefacts for each of the faiths they study which gives the pupils good first-hand experiences to see, recognise, and respect each religious symbol and special book. By the end of the key stage the pupils have satisfactory recall of previous learning and can describe rituals associated with worship and prayer for each faith. The children with special educational needs participate alongside all other class members. Provision for them is satisfactory and they make satisfactory progress. The pupils

make greater progress in lessons where additional help is available to help understand a second language.

112. The quality of teaching in each key stage is satisfactory. The teachers have satisfactory subject knowledge and they deal sensitively with discussions about each faith. The agreed syllabus and scheme of work provides the structure for religious education in the school. Some of the teachers, however, do not recognise that this subject is a core area of the curriculum and do not give it sufficient time. Most of the work is oral. Although it is important for pupils to discuss ideas together, insufficient opportunity is provided, especially in Key Stage 2, for the pupils to work alone. Insufficient opportunities are provided for them to consider ideas, which they may then wish to share with others.
113. The pupils are keenly interested in this subject. They have good background knowledge and a natural curiosity to learn about the beliefs of others. The younger pupils enjoy stories and love to describe their own experiences. Relationships and behaviour are good in both key stages.