

INSPECTION REPORT

NEWBY PRIMARY SCHOOL

Ryan Street, Bradford

LEA area: Bradford

Unique reference number: 107218

Headteacher: Mrs L.W.Nash

Reporting inspector: Dr J.N.Thorp
6327

Dates of inspection: 30 April - 3 May 2001

Inspection number: 192021

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Newby Primary School Ryan Street Bradford West Yorkshire
Postcode:	BD5 7DQ
Telephone number:	01274 772208
Fax number:	01274 772209
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J.Walters
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6327	J.N.Thorp	Registered inspector	ICT; music	What sort of a school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
14066	G.Hoggard	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
16971	R.W.Hardaker	Team inspector	Mathematics; geography; physical education	How well is the school led and managed?
11528	M.Wainwright	Team inspector	Science; design and technology;	How good are the curricular opportunities offered to pupils?
20970	I.Wakefield	Team inspector	The Foundation Stage Curriculum; religious education; art	
30144	E.J.Hastings	Team inspector	Special educational needs; equal opportunities; English as an additional language; English; history	

The inspection contractor was:

Wessex Education

1 Albert Road
Dorchester
Dorset
DT1 1SE

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33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
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	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newby Primary School is located in West Bowling, south of the city centre of Bradford. Formerly a first school, catering for children aged three to nine, the present primary school was created in 1999, to accommodate pupils up to the age of eleven. The school is much larger than average in size, with 469 pupils on roll organised into 14 classes and nursery. Children enter the nursery on a part time basis around the age of three and the main school at the beginning of the year they become five. Their attainment on entry to the school is well below average. A very high proportion of pupils, around three quarters, speak English as an additional language, principally Panjabi; a significant number of them are at an early stage of English acquisition, including the small number of refugees from Eastern Europe. Around 51 per cent of pupils are entitled to a free school meal, which is much higher than the national average. There are eight pupils with statements of special educational need; in total 19 per cent of pupils are on the school's special educational needs register, which is similar to other schools. The school has recently been awarded Beacon status, which is recognition of the quality of its work and its potential for helping other schools improve.

HOW GOOD THE SCHOOL IS

Newby is a very effective school. The leadership and management of the school is outstanding, creating a caring environment for learning in which all pupils are fully supported and enabled to learn. The headteacher and staff clearly communicate their high expectations and manage pupils' learning and behaviour very effectively. Pupils respond very positively. Teaching is of a consistently high quality, enabling pupils to make good progress throughout the school. The school's very considerable strengths far outweigh any weaknesses. It serves its pupils and the community very well indeed and provides very good value for money

What the school does well

- The headteacher's leadership of the school is excellent
- Teaching is good; teachers are highly committed, skilful and work very hard
- Pupils' learning is good ensuring that most of them make good progress
- The management of pupils is very good; procedures for promoting good behaviour are excellent
- Provision for pupils with special educational needs is good
- The school makes very good provision for pupils' personal development and for ensuring their welfare; relationships amongst pupils and all the adults in school are very good
- The efforts made to communicate effectively with and involve parents are very good

What could be improved

- The range of opportunities to extend pupils' speaking skills
- Opportunities to use computers in subjects across the curriculum
- The use made of homework to support pupils' learning

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in February 1997 as a First School catering for pupils up to the age of nine. This is the first inspection of the school as a Primary School.

STANDARDS

Newby became a primary school in 1999 and the first group of eleven year olds will take the national tests in 2001. Consequently this table shows the standards achieved by seven year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	D	D	D	A
writing	B	C	D	A
mathematics	B	C	D	B

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

This table shows clearly that standards of attainment measured in statutory tests in reading, writing and mathematics at the end of Key Stage 1 were below the national average in 2000. However, when compared with similar schools, standards in reading and writing were well above average and in mathematics they were above average. There has been significant year on year fluctuations in these standards, but this reflects the varying levels of attainment in different year groups.

When children start in the nursery, their attainment is frequently well below average. These young children's ability to understand and use English is often very limited. However, their learning is good and contributes to the good progress they make. This good progress continues through the reception year, although inspection findings indicate that attainment at the end of the Foundation Stage remains below the standard expected of children their age. Pupils continue to make good progress through the school in all subjects, although they make insufficient progress in developing their speaking skills. Inspection findings indicate that while standards in English, mathematics and science of the pupils currently in Year 6 are below the national average, they have made significant progress in their learning since entering the school and are achieving well. In other subjects in which a judgement could be made, standards are in line with those expected. The school has set appropriately challenging targets for eleven year olds taking national tests in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and their work are good. Pupils are often enthusiastic about learning. They are able to work together constructively and, when they have the opportunity, they collaborate well.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. In lessons pupils are disciplined, well organised and quick to follow class routines; moving around the school they are quiet and sensible. They play well together in the playground. Relationships at all levels are a real strength of the school.
Personal development	Pupils' personal development is good. Boys and girls mix happily

and relationships	together, while all pupils are well integrated into the life of the school. As pupils move through the school, they increasingly learn to understand the impact of their actions on others, and the need for respect. There are too few opportunities for pupils to make choices about aspects of their own learning.
Attendance	Attendance is slightly below average, while the rate of unauthorised absence is above average. Most pupils arrive at school on time, although some younger pupils are not always as punctual as they might be. There were no exclusions last year.

TEACHING AND LEARNING

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

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

The quality of teaching is consistently good and a real strength of the school. Very nearly all the teaching seen during the inspection was satisfactory or better; in more than three-quarters of the lessons teaching was good or better and in around a fifth of them it was very good or excellent. The high quality of the teaching has a major impact on the good progress that pupils make. Teaching of pupils in Year 6 is often particularly good. The teaching of English and mathematics throughout the school is consistently good, ensuring the skills of literacy and numeracy are well taught; some lessons are of a very high quality, especially in numeracy. Lessons are well organised, interesting and address pupils' learning needs particularly well. In most lessons teachers clearly communicate to their pupils what they are going to do and learn and how this builds on what they have already learned. Teachers at the school work very hard and pupils benefit from the considerable effort they put into their teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and well-balanced. Curriculum planning is very good, ensuring that pupils have a wide range of relevant learning opportunities, although opportunities for discussion are sometimes missed. There is a good range of extra-curricular activities provided.
Provision for pupils with special educational needs	Good; pupils have full access to the curriculum and are involved in all of the activities of the school. Pupils with statements of special educational need are provided with very effective support.
Provision for pupils with English as an additional language	A very high proportion of pupils start school speaking very little English. The school makes good provision to meet these pupils' needs. The quality of teaching and the support they receive from non-teaching staff ensure that they make good progress.
Provision for pupils' personal, including	Good overall and particularly good for moral and social development. The provision for pupils' personal, social and health education is

spiritual, moral, social and cultural development	very good. The school is justifiably proud of the all- inclusive nature of its response to pupils' needs.
How well the school cares for its pupils	The school provides a safe, warm and caring environment where pupils' welfare is paramount. Procedures for child protection are very good. The management of behaviour is consistently excellent. The school uses the results of assessment to track pupils' progress well.

The school takes its relationship with parents very seriously and works hard to build successful partnerships with them. The skills in ICT are taught well but pupils have insufficient opportunities to use them in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall, leadership and management of the school are very good. The headteacher provides excellent leadership, giving the school extremely clear educational direction and purpose. There is a shared commitment to improvement, with a strong and effective senior management team providing good support for the headteacher.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well, contributing effectively to the management of the school. Governors have a good understanding of the strengths and weaknesses of the school. Governors play an active role in monitoring standards across the school.
The school's evaluation of its performance	The headteacher and senior management team monitor pupils' progress effectively. The careful analysis of assessment enables them to set appropriate and challenging targets for further improvement.
The strategic use of resources	Good. Financial planning is good and resources are used well to support the long-term development of the school. The careful use of available funds has secured significant improvements in the support available for teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school and they are happy here • Children get a lot of help and encouragement - the school builds up their confidence • Teachers are welcoming and work well with parents • The school reinforces good behaviour • Children's attitudes to school are good - they get on well, relationships are good • There is a strong emphasis on respect for one another • Provision for ICT has improved 	<ul style="list-style-type: none"> • Children have too little homework • Some children in the nursery may not get a place in the school • Some children had been bullied

Inspectors agreed with the positive views expressed by parents. Inspectors also agreed that the school is making too little use of homework to extend pupils' learning. Some children in the nursery do not get places in the school because the numbers of pupils able to enter the school have been reduced recently in line with the LEA's admissions policy. Inspectors found no evidence of pupils being bullied. Where this has occurred in the past, the school has dealt with it speedily and effectively.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the nursery is well below that expected for children of this age. Even though many of them start with very little English, the majority of them make good progress in their learning. By the time they reach five, children have made good progress in their personal social and emotional development and many of them are on course to achieve the Early Learning Goal in this aspect of their learning. Children also make good progress in language and literacy and mathematical development, which they sustain through the reception class where their achievement is good, but because they start with such limited attainment, they are unlikely to achieve these Early Learning Goals by the end of the Foundation Stage. Children make good progress in developing their knowledge and understanding of the world and satisfactory progress in physical development, in both of which areas of learning they are on course to achieve parts of the Early Learning Goals. Progress in physical development is satisfactory, but children are on course to achieve the Early Learning Goal because they have better developed skills in this area of their learning when they start in the nursery. While they achieve well in the nursery, by the time they enter the school their attainment is still below average.
2. Pupils continue to make good progress as they move through the school, their learning is good and standards are improving. In every lesson seen, pupils were making progress; in around two thirds of these lessons their learning was good or very good. Boys and girls learn equally well, as do pupils from different minority groups.
3. The results of the most recent statutory assessment of seven year olds in 2000, indicate that standards in reading, writing and mathematics were below the national average when compared with all other schools. However, when the school's results are compared with similar schools, standards were well above average in reading and writing and above average in mathematics. Since the school only became a primary school in 1999, at the time of the inspection there had not yet been a cohort of eleven year old pupils taking national tests. Pupils currently in Year 6 have sustained their good progress, although their attainment remains below average in English, mathematics and science.
4. These indicators of standards are confirmed by inspectors' judgements in this report. The attainment of seven year old pupils is below average in reading, writing, mathematics and science. However, their achievement is good because they have made such good progress from the low level of their attainment on entry into the school. Similarly, the attainment of eleven year olds in English, mathematics and science is below average, but their achievement is good because they have made significant progress through the key stage. In both key stages, pupils listen well, but their speaking skills are below average.
5. Attainment in information and communication technology is in line with that expected of pupils at the end of both Key Stage 1 and Key Stage 2, although throughout the school, pupils have too few opportunities to use their skills in other subjects. Pupils make satisfactory progress in religious education and most achieve standards in line with those expected. In other subjects pupils make good progress and frequently attain standards in line with those expected of pupils their age. This represents good achievement as pupils move through the school.

6. The success with which the school has implemented the national literacy and numeracy strategies is clearly influencing the progress pupils make and the standards they achieve. Pupils' literacy skills are sometimes also developed well in other subjects of the curriculum. Pupils make good progress in developing their listening skills and by the ages of seven and eleven they are good. Pupils concentrate well in lessons listening carefully to their teachers and each other. However, the restricted opportunities pupils have for discussion inhibits the development of their speaking skills. As a result, by the age of eleven, pupils frequently still need significant prompting and support to develop their answers to questions or conduct an argument. Reading and writing standards vary, but overall pupils of seven and eleven have made good progress and this represents good achievement since standards on entry to the school are so low.
7. Standards of numeracy are improving. Seven and eleven year old pupils become increasingly confident in contributing to mental mathematics activities, although they still have wide variations in their skills. The wide range of their understanding of English also contributes to this variety. The teaching of literacy and numeracy to groups set by ability is having a positive effect on pupils' progress and attainment.
8. Pupils with special educational needs are well supported by their teachers and additional classroom assistants and this enables them to make good progress. Similarly, pupils with English as an additional language are very well supported by a range of support assistants. They are keen to learn. Their enthusiasm, along with the good teaching and support they receive, is enabling them to make good progress.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school are good and their behaviour is very good. These are strengths of the school recognised by parents, who say their children are very keen to come to school. Pupils are often enthusiastic about learning. For example, Year 2 pupils in an English lesson jointly retelling a story were happy to read and proud of their work. Year 5 pupils in history showed great interest in learning about Ancient Greece. Sometimes pupils are able to work together constructively, for example in a Year 2 physical education lesson on football skills, where pupils worked well with their partners and practised hard. In a Year 6 geography lesson, pupils collaborated well to research mountain areas on the Internet. In more formal teaching, however, pupils are seated in groups, although they do not generally have opportunities to discuss aspects of the lesson or talk to each other about their work.
10. Behaviour in and around the school is very good. In lessons pupils are disciplined, well organised and quick to follow class routines; moving around the school they are quiet and sensible. They are trusted to use the computers unsupervised and to follow the few key rules. School and personal property is treated with respect and everyone observes the routine of changing footwear at break helping to keep the building in remarkably good condition. Behaviour in the playground is largely amicable and sociable; in general pupils get on very well together. There are some incidents of minor aggression and petty name-calling, but pupils are confident these will be dealt with quickly. Relationships at all levels are a real strength of the school. Boys and girls play happily together. Pupils from all ethnic backgrounds and those with special educational needs are well integrated into the life of the school.
11. As pupils move through the school, they learn to understand the impact of their actions on others and the need for respect. These are key elements in the school's approach to discipline. Teachers frequently ask pupils to think about their behaviour and why it is

wrong. As they mature, pupils are increasingly able to understand the learning objectives teachers share with them. In a Year 6 booster class, pupils were beginning to gain insight into how they could improve their story-writing to reach a better test grade.

12. There are a number of opportunities for pupils to demonstrate responsibility. They do various classroom jobs such as returning the register to the office, taking money for breaktime snacks and organising book bags and reading cards. Older pupils escort reception children to lunch and assembly. Year 6 pupils show maturity as they answer the telephone or welcome visitors to the school at lunchtimes. Pupils quickly volunteer for a variety of jobs, which they then undertake for an agreed period of time. However, teachers identify the majority of these jobs and so pupils have few opportunities to demonstrate or use their own initiative. Apart from the Internet there are few opportunities for pupils to work independently, for example using reference books or CD-Roms.
13. Attendance is slightly below average; there was a high rate of unauthorised absences in the last school year. A small number of pupils are responsible for depressing the figures, because they do not attend as regularly as they should. Pupils are not always punctual to school, especially younger ones. There were no exclusions last year.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching in the school is consistently good; teachers are highly committed, skilful and work very hard. Teachers know their pupils very well indeed and have appropriate expectations of them, which they communicate successfully right from the start. They draw very effectively on a range of strategies to promote pupils' learning. The quality of teaching seen during the inspection was good or better in more than three quarters of the lessons seen; of these around a fifth were very good or excellent. The overall quality of the teaching has improved since the previous inspection when there were fewer good and very good lessons. Such effective teaching has a considerable impact upon pupils' attitudes to work and to the good progress they make throughout the school.
15. Teaching of children in the Foundation Stage is good. Very careful attention is given to the specific needs of children in the nursery, where proper emphasis and very sensitive care is given to extending both their social and academic skills, for example by insisting that they listen carefully to their teachers and to one another. In one lesson, for example, the teacher spoke quietly and calmly, very clearly and insistently communicating what he expected of the children and as a result the children listened intently. In both the reception classes the consistent reinforcement of the expectations of how children should respond in lessons is ensuring that these young children continue to develop their skills of listening and make good progress. Throughout the Foundation Stage teachers and nursery assistants use language very carefully as they work to develop children's speaking skills. In one religious education lesson, for example, the teacher spoke quietly and used gestures well to help children to respond to her questions. The teacher made good use of illustrations of a mosque to elicit children's thoughts and was able to add words from other languages to clarify and build on what they said. At times in the reception classes, however, formal lessons are too long so these young children have too few opportunities to reinforce and extend their learning through play and practical activity. Where the youngest children are able to work in the role play area, for example, there are sometimes missed opportunities for adults to support and extend their learning with appropriate participation and intervention.
16. Teaching in Key Stage 1 is good. Teachers are able to draw on a range of strategies to manage their pupils well and they are insistent in communicating what they expect. This

ensures pupils understand and respond well in their lessons. Teachers plan their lessons carefully and provide an appropriate variety of activities to develop pupils' knowledge, understanding and skills. The best lessons in this key stage contain many strengths. For example, in one numeracy lesson with a Year 2 set, the teacher began the introductory mental activities as the pupils entered the room ensuring they were warmly welcomed and immediately engaged in the lesson. She quickly made clear the learning objectives so all the pupils understood what they were going to do in this lesson. Lively, engaging and purposeful in her approach, she moved the lesson on with good pace, continually posing questions to enable pupils to explain the strategies they had used to work out their answers. Pupils were challenged with the individual questions she was able to pose at an appropriate level. This ensured that all pupils' learning was good and that they made good progress. The teacher was quickly able to identify where pupils had experienced particular difficulties and could intervene with good use of direct teaching to help and support individual pupils as they worked.

17. Teaching throughout Key Stage 2 is good; at times it is very good with some lessons of a very high quality. Teachers have a good knowledge of the subjects they teach; this has a positive effect on the work they do with their pupils. In an art lesson, for example, the teacher's extensive preparation enabled her to review the progress so far of both Year 5 classes in their work on faces and masks, and to guide them on to the next steps to be taken. Teaching in literacy sessions is consistently good; in numeracy, some lessons of very high quality were observed. In one lesson with Year 6 pupils, for example, the teaching was excellent as the teacher continued work on developing a grid method of multiplication with her set. Right from the start she communicated both warmth and enthusiasm to which pupils responded immediately. The clear indication of the learning objectives enabled pupils to focus on what they were going to do and engaged them in the lesson. The teacher's very positive response in indicating to her pupils how far they had come in developing their understanding and skills was highly motivating and ensured that they remained engaged and interested. Her energetic and lively approach also enabled her to manage the lesson with good pace, while her very effective interaction with individuals ensured that all the class participated fully throughout. Such skilful teaching enabled the teacher to manage her pupils' learning in this lesson most effectively ensuring that progress was good.
18. The teaching of pupils with special educational needs is good. It is directly related to the carefully constructed individual educational plans, which have clear and precise targets and readily achievable goals. Pupils with special educational needs receive very good support from their teachers and other classroom assistants, which enables them to benefit from the activities provided and ensures they make good progress.
19. Pupils with English as an additional language are well taught, because teachers and other support staff understand how to provide for their needs. The school makes effective use of bi-lingual staff, for example, especially to support some of the younger pupils and older newly arrived pupils, some of whom are refugees. The quality of the teaching and support they receive enables these pupils to make good progress and grow in confidence.
20. Teachers make insufficient use of homework to reinforce or extend pupils' learning. This means that homework is not making a full contribution to raising the standards of pupils' attainment. The school is aware of this weakness and a new policy has been drafted.
21. The classroom bases and shared areas are enhanced by a great variety of displays of pupils' work. These create a most attractive and stimulating environment for learning in which pupils can see that their work is valued.

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

22. The school provides a broad and well-balanced curriculum. All statutory requirements are met in relation to the National Curriculum and religious education. Pupils are presented with a wide range of learning opportunities which are relevant to their needs. This stems from the time and thought applied to the very good planning of the curriculum. Pupils are given increasing opportunities to investigate, making good links and applying knowledge gained in different curriculum areas. For example pupils in Year 4 constructed torches in design and technology. Their products work very effectively as the pupils have used their knowledge of electricity attained in previous science lessons. The skills in information and communication technology are taught well but are insufficiently applied to other subjects.
23. Overall an appropriate curriculum is provided for children in the Foundation Stage. In the nursery it is good, carefully planned to ensure that these young children have opportunities to extend their knowledge and skills in relation to the Early Learning Goals identified for this age group, particularly in language and literacy. This ensures that children are appropriately prepared for full time education. In the reception classes the curriculum satisfactorily enables children to make the transition successfully. At present, however, there are insufficient opportunities provided for young children to learn through outdoor play and activity, because of the restrictions imposed by the building work.
24. The literacy strategy has been implemented well. Teachers use their good subject knowledge effectively, ensuring that planning builds systematically on the skills pupils have acquired. There has also been good implementation of the numeracy strategy, contributing positively to pupils' achievement. Having successfully achieved these goals more attention is now being given to other areas of the curriculum and the school has identified a number of priorities. In order to improve standards in science, for example, teaching time has been increased to provide additional opportunities for pupils to carry out practical scientific enquiries.
25. The teaching of English, mathematics and science takes place in groups in which pupils are set according to their levels of attainment. Additional teachers are involved so that planning is matched closely to the pupils' needs. In these smaller groups the pupils also receive more individual attention, providing for better progress. Such planning is particularly beneficial because it enables teachers to identify and respond more easily to the specific needs of individual pupils.
26. Pupils with special educational needs have full access to the curriculum and are involved in all the school's activities. The pupils with statements of special educational need are provided with very effective support, in line with the requirements of their statements. Those who have developed special areas of interest, for example, in history, are encouraged to contribute their knowledge to lessons for the benefit of the class. This gives them the recognition of having a particular talent that is extended in this way, and raises their own self-esteem as a consequence.
27. The school has given careful consideration to the needs of pupils for whom English is an additional language; it has used its resources well to ensure their needs are met. Their language needs are assessed early and the curriculum planned to address them. Additional resources have been effective in reducing the size of teaching groups and providing further help from classroom assistants. The Talking Partners Initiative, for example, provides trained assistants to deliver language development courses for pupils

identified as needing extra support. Such developments are having a very positive effect upon pupils' learning of English.

28. The school ensures that all pupils have equal opportunities. Teachers and non-teaching staff provide positive role models and activities relate successfully to the multi-cultural nature of the school. Both boys and girls are encouraged to participate fully in all activities. However in some lessons opportunities are missed for pupils to share more in their learning when there is limited discussion between pupils during pair and group activities.
29. A good range of opportunities is provided which are extra to the basic curriculum. Teachers volunteer additional time to lead activities in sport, computers, mathematics and French, for example.
30. The provision for pupils' personal, social and health education is very good. The whole school has an aura of caring. Adults care for the pupils as individuals. Matters of health and safety are addressed whenever appropriate, such as in science lessons. The pupils are made well aware of the dangers of misusing drugs. The governors' curriculum committee, which includes three parent governors, has drafted the policy for sex education; the whole policy has been ratified by the full governing body and is to be subject to parental consultation shortly. Agencies from outside the school, such as the police, provide additional support to prepare pupils for adult life.
31. Various educational visits are made out of school, which widen pupils' horizons and enrich their learning.
32. There are good links with the community. Visitors are invited to the school, including poets, artists and sports coaches and these help enrich the curriculum and have a positive impact on pupils' learning. A valuable business link provides funding to the local community, including the school. This is used for various projects, which in turn help to forge stronger links. Funding for the refurbishment or rebuilding of space for community access has been provided from City Challenge funds and more recently, New Deal monies. The school has also been able to offer computer classes for adults in the community. Good use is made of the local area to extend pupils' learning, such as when they visit the local church and the gurdwara. Very good links have been established with other educational establishments, like the local technology college, where pupils have used the specialised facilities, for drama and information and communication technology for example. Technicians from the college also provide a very good maintenance service for the school's computers and they have supported the parents' computer group. A cluster of local primary schools meets regularly, and also with the technology college, to develop and share curriculum ideas. The school is also developing its links with one of the local high schools and a joint staff training day has been held. There are also sporting links and participation in competitions with other schools.
33. The provision for pupils' spiritual, moral, social and cultural development is good overall. The provision for spiritual development is good. Pupils study various religions and they develop an awareness of the differences and also the similarities in the values of others. Spiritual development is also enhanced in other areas of the curriculum, for example when pupils complete projects in design and technology, opportunities are given for others to show their appreciation. Pupils express approval and value such opportunities. Collective worship is well planned and relevant. Pupils are provided with opportunities to reflect on their behaviour towards others.
34. Provision for pupils' moral development is very good. The school's approach to discipline

is extremely effective. It ensures that pupils know exactly what is expected of them so that they develop a clear understanding of right and wrong. In all aspects of the school pupils reflect on what they see and hear from the adults around them. The caring nature of all staff is also expressed in their expectations of and respect for their pupils. Incidents which arise are discussed and opportunities are taken in assemblies to reinforce the school's values. Pupils are helped to understand the feelings of a child who is bullied, so that such incidents are minimal.

35. The provision for social development is very good. Pupils are given responsibilities which they carry out well. Older pupils escort younger ones from assembly or in the dining hall. In classes pupils are expected to take turns and share. They listen to and respect the views of others. Adults set fine examples in courtesy, good manners and respect for others, so that the pupils are very polite and friendly to visitors. Many adults understand the value of a smile! Pupils enjoy lessons such as physical education because, among other things, they can play in pairs and small teams. However there is insufficient encouragement for pupils to discuss their ideas more with partners in some classroom lessons.
36. Provision for cultural development is good. The school is fully aware of its multi-cultural nature and provides relevant experiences of different cultures and faiths. In art pupils learn about the life and work of European artists but they also study Islamic patterns. Visitors provide experiences of art, poetry, the life of the Ancient Greeks and story telling. Other visitors include some from the mosque and the Hindu temple. Visits are made to the theatre, the local church, the gurdwara and the woods. In physical education pupils experience dances of different cultures including Greek, Irish and Indian. Festivals of faith, such as Eid and Easter, are celebrated and pupils also learn about other celebrations, like the Chinese New Year for example. Opportunities are missed to develop the range of music experiences, other than in lessons. For instance, music is played prior to assembly, but with no direct relevance or reference made to it.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school is a safe, warm and caring environment where pupils' welfare is paramount. Close relationships and a network of caring staff - both teaching and non-teaching - ensure that children are helped and supported to enable them to feel secure. Parents recognise this and value the care given to their children.
38. The school has a number of appropriate procedures for assessing pupils' work. All pupils are tested on entry and again in Years 1 and 2. The school is able to clearly identify the progress made because the same test is used. In the core subjects of English and mathematics, standardised achievement tests are used at the end of Year 2 and optional tests are used in Years 3, 4 and 5. The analysis of the results of these tests provide the school with a firm view of progress made not only by individuals over time, but also by the various groups in the school, like boys and girls and pupils from the different ethnic groups represented in the school. In science, teachers assess understanding at the end of particular topics, but assessment is not yet done in any great detail. Standardised reading tests and teachers' own assessments, are used effectively to set targets for individuals and groups of pupils. This wide range of data allows teachers to place pupils in sets for the core subjects of English, mathematics and science and to move them up or down as necessary.
39. The management of behaviour is consistently excellent. All staff, including teachers, support assistants and dinner supervisors, have been trained in the techniques of

assertive discipline, and pupils are very clear about rules and consequences. Rewards such as stickers, coupons and treats are eagerly sought and act as real incentives for good behaviour. Staff often ask pupils to think about their actions and the effects on others, and are quick to praise those who behave well. Extra support may be offered for pupils having difficulties, such as individual behaviour contracts and all staff work as a close-knit team to take an informed interest in pupils' progress and behaviour. The importance of good behaviour is reinforced in class and key stage assemblies.

40. The home-school liaison officer plays a vital role in visiting parents, interpreting when required, explaining policies and procedures and supporting children with little English. At breaks and lunchtimes pupils play in different areas according to age and are closely supervised by adult helpers. Pupils with special educational needs and those who speak English as an additional language are fully integrated into the life of the school.
41. The monitoring of attendance is good and a strength of the school. There are effective systems and procedures for dealing with latecomers and the computerised attendance system allows regular reports and absence patterns to be quickly produced. Registers are completed according to statutory guidelines. The home-school liaison officer works closely with the headteacher and educational welfare officer who visits weekly. Problems are picked up quickly and the headteacher frequently phones parents or asks them to meet her to discuss attendance or behaviour. Although the figures for unauthorised absence are higher than they should be, the school is working hard to reduce them through constant reminders to parents. Procedures for child protection are very good. The headteacher is the designated person and staff are kept informed according to need. All teachers new to the school are thoroughly inducted by the co-ordinator for special educational needs, and child protection has a high profile among the staff.
42. The office staff are particularly welcoming and efficient as the public face of the school. There are three trained first aiders and medical records are kept centrally with an up-to-date accident book. Toilets and eating arrangements are clean and pleasant. The school offers a bright modern building and caring atmosphere to all its children, who in turn respect their school and attend with enthusiasm.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school has a good partnership with parents and carers, whose views about the school are largely positive. The school takes its relationship with parents very seriously and every effort is made to reach out to them.
44. Parents are unanimous that their children are happy at school and they themselves feel very welcome there. In particular, the majority said that they were happy with the progress made in school work and that they were kept informed. They praised the high expectations of teaching and of behaviour and the emphasis on helping their children become mature and responsible. However, a significant minority felt that there was not enough homework, which was supported by the findings of the inspection.
45. The school provides a good range of information for parents. There is a detailed and well-presented prospectus, although it needs the addition of pupil absence rates. An invaluable parents' bulletin board in the reception class has many notices translated into community languages. The governors' annual report to parents is broadly satisfactory but lacks some statutory required information, such as the address of the chair and clerk and information about Key Stage 2 targets. Annual reports to parents are barely satisfactory as they lack sufficient information on the levels of pupils' attainment. Some, but not all, contain advice

on what pupils can do to improve. However, this information is held elsewhere, in the form of detailed individual record books, in which teachers write evaluative comments over the course of a pupil's school career and these inform the frequent informal contacts with parents to discuss goals and progress. At present the school makes insufficient opportunities to inform parents about homework.

46. Parents feel that staff are extremely approachable about matters concerning their children. The headteacher often telephones parents, not only about attendance or behaviour for example, but also about positive things such as achievement. Although some documents are translated into community languages, the school tends to use verbal and face-to-face methods of communicating with its parents, using bilingual support assistants to interpret, as it has found this to be most successful. If appropriate, the home-school agreement is discussed with parents in their own language.
47. Regular parents' consultation evenings are very well attended; parents are keen to attend to discuss their children's progress. The parents of children with special educational needs are consulted appropriately about their progress and attend their reviews.
48. Children entering the school in the nursery or reception are given home visits and a phased admission, which parents greatly appreciate. The home-school liaison officer is extremely valuable in ensuring new families are welcomed and integrated into the school. A number of governors are also parents and are fully committed and supportive of the school and headteacher. The school has run a number of useful initiatives such as a parents' club and annual women's day, but these are currently suspended due to major building work. There is no formal parent-teacher association but a number of fund-raising activities have been organised. They are well supported and raise significant amounts of additional funds for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. Overall, leadership and management of the school are very good. The headteacher provides excellent leadership, giving the school extremely clear educational direction and purpose. This direction is reinforced by a clearly defined school development plan, which is effectively monitored and regularly evaluated by the governing body. Subject co-ordinators are playing a more active part in management, but there is scope to develop their role further. The senior management team give the headteacher very effective support as does the governing body. The school's aims and values are wholly appropriate and the school promotes them well in all its work. In its implementation of these, the school shows a commitment to equality of opportunity for all pupils and staff. Relationships throughout the school are very good at all levels, pupils and staff having considerable respect for one another. The school is very caring and continuously improving.
50. The shared commitment to improvement within the school is very good and there are some good procedures in place to monitor standards. The headteacher effectively monitors teaching in all classes. The school also makes good use of the local educational authority link inspector to monitor teaching and learning, which effectively supports teachers in their further professional development and assists the headteacher and governors in their monitoring of standards. The assessment co-ordinator analyses the attainment of pupils in tests and the results are used to identify aspects of the curriculum that need development. Valuable additional funding, like that provided for booster classes for example, is being targeted at older Key Stage 2 pupils felt to need extra tuition in numeracy in order to raise performance in this area of the curriculum. Subject co-

ordinators have clearly defined areas of responsibility. They monitor progress by scrutinising pupils' work and teachers planning, but their role in monitoring teaching is still underdeveloped.

51. The school's provision for pupils with special educational needs is good and conforms to national requirements. The co-ordinator has clear strategies to identify pupils' needs at an early stage. Targets relate well to identified needs and are set out in pupils' individual education plans. There are good systems in place for regularly reviewing and updating these. Parents are encouraged to be involved in this process. The governor with designated responsibility for special educational needs teaches in the school and keeps herself well informed about developments in this area. Learning support assistants are effectively deployed in school making a significant contribution to the good progress that these pupils make.
52. The management of provision for pupils with English as an additional language is good. The school has given great consideration to the needs of pupils for whom English is an additional language, and has used its resources well to ensure their needs are met. The governing body has given its support by agreeing to fund additional teaching staff so that year groups can be taught in smaller ability groups, securing a more advantageous teacher to pupil ratio and additional classroom support. This is having a very positive effect upon pupils' learning of English.
53. The strategy for teacher appraisal and performance management is good. The headteacher has regular reviews with teachers to discuss their professional development. Funds used for professional development contribute to an improvement in the quality of teaching. For example, focused training in English and mathematics has helped raise the quality of teaching in these two areas. This has been a contributory factor to the good implementation of the national literacy and numeracy strategies. The governing body effectively monitors the performance of the headteacher. She is set targets that are reviewed annually. Effective arrangements for supporting newly qualified teachers are in place. The most recently qualified teacher receives good support from a trained mentor. Her teaching performance is regularly monitored and her professional needs are being met. Induction procedures in the school are good. Teachers who have joined the school on its reorganisation and who were not used to teaching pupils of primary age have received good support in adapting to primary school teaching.
54. The effectiveness of the governing body in fulfilling its responsibilities is good. Governors have a good understanding of the strengths and weaknesses of the school. They have a strong commitment to the school and considerable confidence in the headteacher whom they support well. Along with her senior management team she keeps them well informed. The governors play an active role in monitoring standards within the school. For example, they receive reports from the local education authority link inspector following his monitoring activity of teaching and learning and they discuss pupils' annual performance in the national tests of attainment in English and mathematics with appropriate members of staff. There is effective governor involvement in the strategic management of the school. Most governors are in a good position to make strategic decisions because they know and talk about relevant issues with confidence and good understanding.
55. The system for financial planning is good with the school managing its available resources well. Guided by national priorities and priorities outlined in the school development plan, the budget is set by the finance committee and then submitted to the governing body for approval. Money is appropriately allocated and kept under constant review by the finance committee. The school uses funds designated for particular purposes well. For example,

some of the money from the standards fund has been used to give additional support in numeracy for particular groups of pupils. These pupils are making good progress in improving their numeracy skills. Governors evaluate the effect of the school's spending decisions on standards. They receive regular reports from the headteacher, often questioning the contents. They also analyse statutory test results with the headteacher and members of the senior management team.

56. Effective routines are in place for the day to day administration of the school and these ensure that the school runs smoothly. The school's accounts were last audited in 1999; some minor recommendations were addressed effectively. The school has good procedures to ensure the cost effectiveness of the goods and services it purchases. It secures efficient and economic service through best value for money estimates. For example, after due consideration of a range of options the school decided to buy into the local City Technology College scheme for ICT technical support. An outside contractor provides the maintenance of the grounds as the governors have established that this provides the best value for money.
57. There are sufficient qualified teachers to teach the subjects of the National Curriculum. All teachers have clearly designated responsibilities. The school has a number of well-trained learning support assistants who give good support in classrooms, working in effective partnership with teachers. Resources for teaching are at least satisfactory in all areas of the curriculum; they are good for information and communication technology, art and religious education.
58. Overall the accommodation is good. The school is built to a largely open plan design and the space is used well. However, the school lacks a large enclosed room where classes or other larger groups of pupils can engage in noise generating activity such as singing and music making. Consequently the need to consider the effect any noise might have on pupils working nearby inhibits music making at times. Classrooms and other areas of the school are maintained as very stimulating and interesting environments. Attractive displays of pupils' work and other stimulus displays are on show.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and governors should continue to build on the many good and very good features of the school. To further improve the standards of pupils' attainment and the quality of education provided they should now:

- ☐ Take steps to extend pupils' skills in speaking, by:
 - devising a whole school policy and strategies to develop pupils' oracy;
 - providing a wider range of opportunities for pupils to discuss their work with each other during lessons;
 - building on the existing talking partners initiative;
 - using drama and other interactive techniques to enhance pupils' learning.
(Paragraphs: 4; 6; 62; 68)

- ☐ Ensure that pupils have opportunities to use the computers in support of their learning in all subjects, by:
 - reviewing teachers' planning to ensure that they identify opportunities for pupils to use the full range of information and communication technology skills in all subjects;
 - ensuring teachers' lesson plans indicate how the computers might be used to support pupils' learning in each subject;
 - ensuring there are sufficient software resources to support pupils' work with the computers in all subjects.
(Paragraphs: 5; 106 – 107; 110)

- ☐ Ensure that homework is used consistently across the school to enhance pupils' learning, by:
 - ensuring that all teachers, pupils and parents are fully aware of the contents of the new homework policy;
 - ensuring that parents are informed about the school's expectations of homework for pupils of different ages;
 - establishing a timetable for homework activities and communicating this to parents;
 - monitoring the setting of homework to different classes;
 - ensuring that pupils in all classes keep a homework diary.
(Paragraphs: 20; 45)

The headteacher, staff and governors may also consider the following less significant aspects of development for inclusion in the action plan:

- co-ordinate the work of the nursery and reception classes as a coherent whole Foundation Stage; extend the opportunities for learning through outdoor play and activity for all children at this stage;
- develop the role of the subject co-ordinators so they can more fully support the headteacher in curriculum management;
- extend pupils' research skills and provide more opportunities for independent learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	15	57	22	1	0	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)	35	434
Number of full-time pupils known to be eligible for free school meals	-	220

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	8
Number of pupils on the school's special educational needs register	-	80

English as an additional language

	No of pupils
Number of pupils with English as an additional language	299

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	63

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	1.7
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	31	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	22	26
	Girls	28	28	28
	Total	48	50	54
Percentage of pupils at NC level 2 or above	School	76 (84)	79 (87)	86 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	25	19
	Girls	28	26	23
	Total	49	51	42
Percentage of pupils at NC level 2 or above	School	78 (84)	81 (80)	67 (64)
	National	84 (82)	88 (86)	88 (87)

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

Note: Since the school has not yet had a cohort of 11 year old pupils taking National Curriculum tests, there is no assessment data relating to attainment at the end of Key Stage 2.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	0
Black – other	0
Indian	9
Pakistani	270
Bangladeshi	8
Chinese	0
White	66
Any other minority ethnic group	16

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	18.9
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	282

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35

Total number of education support staff	3
Total aggregate hours worked per week	117

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	657 651
Total expenditure	653 876
Expenditure per pupil	1 607
Balance brought forward from previous year	18 511
Balance carried forward to next year	22 286

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	504
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	0	0	2
My child is making good progress in school.	50	43	2	2	2
Behaviour in the school is good.	60	30	7	0	2
My child gets the right amount of work to do at home.	32	25	10	10	22
The teaching is good.	75	17	2	0	5
I am kept well informed about how my child is getting on.	52	32	5	0	10
I would feel comfortable about approaching the school with questions or a problem.	65	30	0	2	2
The school expects my child to work hard and achieve his or her best.	69	25	2	2	2
The school works closely with parents.	55	32	5	2	5
The school is well led and managed.	65	27	2	0	5
The school is helping my child become mature and responsible.	55	37	2	0	5
The school provides an interesting range of activities outside lessons.	30	30	10	2	28

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. Children enter the Nursery on a part time basis around the age of three. They enter school in either the September or January of the school year in which they become five. Prior to admission to the Nursery one or two members of staff visit the home to meet the child and the family. This is followed by two visits to the Nursery by the child. Although the Nursery currently operates in temporary premises due to the major building work in the school overall provision is good.
60. Teaching ranges from satisfactory to very good; overall it is good in all areas of learning. Teaching and learning are strengths of the Foundation Stage. Attainment on entry is very low, especially in areas of language and social development. Most children entering the Nursery speak English as an additional language; many of them are at an early stage of English language acquisition. It is a tribute to the Nursery teacher and his staff that by the time children transfer to school they have made good progress in developing both their English language and social skills. Children with special educational needs are identified early and this enables the school to target additional support effectively. Progress is very effectively recorded in the Nursery Record of Achievement, which provides very valuable information to ensure that transfer into school is a smooth one. The curriculum effectively provides the stepping stones towards the Early Learning Goals identified for children of this age. Although by the time children reach the end of the Foundation Stage with attainment generally below what is expected, they have nevertheless made good progress and their achievement is good.

Personal, Social and Emotional Development

61. Children make good progress in personal development and are on course to achieve the Early Learning Goal by the end of the Foundation Stage. For example, they know the routine for looking at books after outdoor play. They begin to listen carefully to their teacher and to have a longer concentration span. They are supported in all activities by the staff, which encourages them further in adapting to routines. Some children are still inhibited whilst others are beginning to interact with one another, albeit hesitantly, particularly in the role play area when pretending to be working in a baby clinic. Almost all the children become excited and interested when making popcorn. The staff use their strategies for keeping everything under control and they make sure that children are aware of safety issues. They show them that high standards of behaviour are expected.

Communication, Language and Literacy

62. Development in this area is good and children achieve well. The staff use every opportunity to talk with the children and to encourage them to express themselves in speech. This ensures that children become more confident in communicating with adults, although a significant number continue to find this difficult. When looking at books, some children talk about pictures and events and show increasing interest and understanding. Almost all the children enjoy sitting on the carpet in a class situation with their teacher. Listening skills are developing and they clearly show their enjoyment of rhymes. Some children respond confidently when asked to join in counting activities and many can identify the initial letter sounds of their names. When they spend a few minutes together completing the weather chart, some children show that they are beginning to know the order of the days of the week. Individuals contribute comments about the weather, one

suggesting 'cloudy' for example. In the role play baby clinic children show they are beginning to speak short sentences and ask questions. One child says 'I'm a doctor', and 'Help me to put this on', while another asks 'Whose pen is that?' Older children at this stage have made some progress in developing their speaking skills, but continue to need encouragement to lengthen their spoken responses. For example, some children could do so successfully when the teacher asked them to give a sentence rather than a one word answer when talking about the weather; their achievement is good. Most children are at a very early stage in developing their writing skills. Some children attempt to write over the teacher's writing when learning to write the letters of their names, although most children make their own marks. Most children make substantial progress in reading and their achievement is good. In reading a 'big book', for example, some children can read a sentence aloud, because they recognise some common repeated words. Some children can complete an alphabet jig-saw puzzle largely without help, knowing the letter sounds and how to look for the next letter. Good teaching is ensuring that children make good progress, although attainment is below average.

Mathematical Development

63. Children make good progress in developing mathematical skills. Much of the learning in the Nursery is effectively promoted when the teacher works with the whole group, making opportunities for counting whenever he can. For example, at the start of every session every one counts the number of children present. Most children are enthusiastic and well motivated, gaining in confidence when counting along with everybody else. The teacher successfully makes number work meaningful by matching numbers to objects, in the game of hiding three brushes in a bag for example. Some children are able to identify numbers to five, which is a positive achievement. A scrutiny of work in the Nursery shows evidence of children counting objects and the teacher writing the number. When comparing popcorn before and after cooking, the children showed their knowledge of 'more'; such activities provide very good opportunities to increase their understanding. When threading beads and cotton reels children could count to three and four, matching the number to the beads threaded. At times children work on the computer, but opportunities for adults to intervene to extend their learning are sometimes missed, as on one occasion observed when two children were making shapes and patterns. It is difficult to provide water play indoors in the Nursery in the present accommodation and to some extent this restricts the range of opportunities to extend children's understanding of measuring and comparing liquid quantities. Older children are familiar with some common two-dimensional shapes, which they can name as they play with them in the sand for example. Teaching is good in this area of learning; teachers have very good relationships with the children and their good planning and constant encouragement motivates them to learn.

Knowledge and Understanding of the world

64. Children make good progress in learning about the world around them and some of them are on course to achieve the Early Learning Goal by the end of the Foundation Stage; their achievement in this area of their learning is good. The broad range of experiences offered helps them to gain understanding of the world around them. Children are encouraged to mould and build with wet compost with control over their movement of hands and fingers. When looking at different brushes, the majority of children could identify a toothbrush. They learn to understand concepts such as change. On one occasion they made popcorn for example, and the children were both excited and amazed at the sound of the corn popping in the pan as it changed. Older children had planted beans and observed how they grew. Teaching is good; teachers offer good opportunities to extend children's

understanding in all areas of knowledge and understanding of the world, including information and communication technology.

Physical Development

65. Children make satisfactory to good progress and are on course to achieve the Early Learning Goal by the end of the Foundation Stage. In outdoor play they use large play equipment to extend their skills well and are mostly confident in climbing, running, riding scooters and playing with large balls. They develop control over their movements satisfactorily. In playing together they learn to co-operate, as when two children worked together to throw and catch a ball over a longer distance than expected at this age. Their skills are developing well through such co-operation. The teacher circulates as children play outdoors, encouraging those children who are lacking in confidence in using some of the equipment. Outdoor play is restricted in the temporary accommodation and this impacts on their physical development and sense of space. Children gain control over small pieces of equipment more slowly; they are beginning to gain control when using pencils, paintbrushes and crayons. Most children can manage threading appropriately and can fit pieces into and onto frames and boards. Older children respond well to instructions and show that they can vary their movements according to weight and speed. They match their movements to sound and music; some work with a partner to make a rainbow shape. Good progress is made in these activities and children's achievements are good. Children's sense of space is developing but they find it difficult to move in and out of spaces as they work. Their sensible and disciplined approach ensures that they develop their skills of moving in different ways in response to music. With support a child with special educational needs also makes good progress.

Creative Development

66. Children make satisfactory progress in creative development. In the nursery children work with concentration when modelling with playdough. The teacher encourages them to improve their skills of manipulation which helps them to achieve success. They are given good opportunities to stick and paste, paint and colour. At this stage children begin to use their own ideas in role-play. They enjoy singing rhymes, but provision for this aspect of their development is limited with few other opportunities to make music or play with instruments. Children are at an early stage of developing their drawing skills and progress is slow. Children develop their skills of construction as they play with the wooden blocks, although opportunities to make models with other materials are limited. Older children begin to have control over their drawing and colouring. They can use a variety of tools and show ability to observe carefully, as they draw plants for example. They achieve acceptable likenesses in colour and sometimes in shape. Painting materials are well organised and children are adept at tidying their materials away when finished.

ENGLISH

67. Inspection findings from classroom observations and analysis of pupils' work indicate that standards attained by seven and eleven year olds are below average. Literacy standards on entry to school are well below the standard expected of children their age but the National Literacy Strategy has now been very effectively implemented and due to the good teaching they receive pupils are making good progress. Those pupils for whom English is an additional language and those with special educational needs also make good progress.

68. Attainment in speaking and listening on entry to school is well below average, but by the end of Year 2 pupils have made good progress to achieve levels in speaking that are now just below average. In shared work during the literacy hour teachers provide very good opportunities for discussion on a wide range of topics. For example, in a Year 3 class pupils talk about the moral issues of theft and murder in the fairy story *Jack and the Beanstalk*. As pupils progress through Key Stage 2 however, there is an inconsistently developed approach to encouraging pupils to respond to questioning by replying in whole sentences. This is limiting progress and by the age of eleven the standard of speaking is below that expected for pupils their age. Listening skills are good however; this is very evident in lessons when pupils listen attentively and respond positively to questions from the teacher in lessons across the curriculum. In all classes pupils demonstrate the ability to focus their attention well on their teacher during lessons, despite the distractions caused by the open plan design of the school. This has a very positive effect upon their learning.
69. Pupils make good progress in reading throughout the school and standards at seven and eleven are close to those expected. In Year 2 pupils enjoy reading and talk with interest about their favourite books and authors and the story they are currently reading. They read with expression and are able to build unfamiliar words phonetically and self correct when the word obviously does not fit the context. Some pupils read silently with understanding. Throughout Key Stage 2 reading skills are systematically developed and pupils read with confidence and obvious enjoyment; by eleven their achievement is good. Although many pupils read accurately, due to their limited understanding of English they do not always fully comprehend what they are reading and miss out on the nuance of meaning or moments of humour in the text. Library skills are under developed. This is not helped by the limited library facilities that exist in the school. A number of pupils are members of the local public library, and have better developed research skills as a result. In Year 6 pupils will sometimes bring their own books to read in school because they so enjoy their reading. They talk knowledgeably about the plot, can describe the main characters and undertake text analysis.
70. By the age of seven pupils have made good progress in developing their writing skills, although standards are below the national average. Their learning is good however and the school is making strenuous efforts to raise standards in writing by providing pupils with a wide range of opportunities to develop their skills, through shared writing during the literacy hour for example. Pupils write for a variety of different audiences and are given more time to develop written work through extended writing activities on recounts and other modelled forms of writing outside this time. In Year 2 pupils produce some interesting stories, writing their version of *Little Red Riding Hood* in the first person, for example, and using adjectives to good effect like 'gloomy' to describe the wood, and 'growling' to describe the sound made by the wolf. Handwriting is generally neatly formed but not yet joined, and sentences are mostly written with an accurate use of full stops and capital letters. By the age of eleven pupils have continued to make good progress and the standard of their writing is close to the national average. In Key Stage 2 pupils learn the art of letter writing and how to select the appropriate style and vocabulary for the intended reader. They produce interesting opening sentences expressing their feelings strongly using words like 'furious'. Others learn how to use the language of the advertiser and produce interesting posters intended to persuade people to buy the goods on offer. In Year 4 pupils work independently on writing an alternative ending to a story on bullying. By Year 6 pupils have extended and developed their writing skills. They work hard at producing story beginnings and endings, including more complex sentences and ensuring that the writing is correctly punctuated and paragraphed.

71. Pupils are very well behaved in lessons and show a keen interest in their work. This ensures their learning is good. They enjoy very good relationships with the teaching staff, and they show good levels of concentration and are able to work well independently. They participate fully in lessons and respond eagerly to their teacher's questions. They are confident in making evaluative comments on the quality of their own work as well as that of other pupils. When required they work co-operatively in groups sharing and discussing their tasks and ideas together.
72. Teaching is good across the school. The school has made a strong commitment to the National Literacy Strategy and it is taught well. Teachers have a good understanding of what is required and plan well-focused lessons to match the wide-ranging needs of their pupils. Teachers share their lesson objectives with the pupils at the start of each lesson and revisit them again at the end to ensure pupils are aware of the targets they are working towards. These targets are used very effectively as an assessment instrument to measure pupil progress. Basic skills are taught well and the classroom assistants provide very effectively for the needs of those pupils with special educational needs. Time is well used in literacy lessons and these are conducted at a good pace. Teachers have high expectations of each pupil's ability to work at the required level, and of their behaviour and attitude. Teachers consistently implement the school's approach to discipline extremely effectively and so poor behaviour does not affect the learning opportunities of other pupils. Effective use is made of resources to provide an interesting and stimulating focus to lessons. Teaching staff plan co-operatively using the specialist skills that some teachers have to target the specific needs of particular groups of pupils and to provide opportunities for further improvement in their learning.
73. The school reviews pupils' progress through the analysis of assessment data. As a result, weaknesses in pupils' writing skills have now been targeted in Key Stage 2 particularly to ensure that they are given the opportunity to work towards reaching the expected level in the end of key stage national tests. Assessment is used effectively across the school to monitor pupils' progress in reading and to target pupils with extra support and resources where and when it is necessary. The use of assessment tasks provides a view of how pupils in Key Stage 2 are progressing in English and enables the school to set its targets for attainment at the end of the key stage.
74. The co-ordinator manages the subject well and is aware of the rates of progress and the range of needs that pupils have across the school. She has been instrumental in implementing the National Literacy Strategy and ensuring that her colleagues have received the appropriate training to enable them to deliver it effectively. Other initiatives have also been introduced to provide very effective support for the teaching of literacy skills to different groups of pupils. In Key Stage 1 a pilot scheme of the Early Intervention Project is giving support to all areas of literacy, and in Key Stage 2 the Right to Read and Additional Literacy Strategy are providing valuable extra support to those pupils who need further development of their reading. Selected groups of pupils, usually those for whom English is an additional language, benefit from the 'Talking Partners Initiative', an intensive ten week course to boost spoken language skills.

MATHEMATICS

75. Pupils enter the school with attainment levels that are well below average. By the time these pupils reach the end of Key Stage 1 attainment is just below average. This represents good achievement. Attainment levels of the present Year 6 pupils are below the national average, but at the age of seven their attainment levels were well below the national average. Achievement for these pupils is also good. Pupils with special educational needs and those for whom English is an additional language are making good progress and achieve well.
76. The good quality teaching during Key Stage 1 ensures that pupils are making good progress. They are learning well. The oldest pupils understand simple fractions, such as half and quarter, and are confident when adding or subtracting numbers to 100. Higher attaining pupils have a good understanding of place value including hundreds and they can order these larger numbers accurately. Average attaining pupils have a good understanding of place value when handling two digit numbers. Lower attaining pupils count accurately when using practical aids, including fingers. Year 2 pupils recognise a range of two-dimensional shapes and can name them, for example a circle, oblong, square and triangle. They record the time to the half-hour, with higher attaining pupils going beyond this. Achievement of pupils is good, and pupils' recorded work shows good progress.
77. Good and sometimes very good teaching is helping pupils acquire secure numeracy skills during Key Stage 2. Well-organised lessons and clear explanations help learning. Year 6 pupils handle numbers well, with most multiplying correctly and dividing numbers accurately when the answer includes remainders. Most of these pupils work accurately with numbers to one decimal place. Higher attaining pupils in Year 6 show a good understanding of percentages and relate these to simple fractions. These pupils can also order fractions with a range of denominators. Average attaining pupils have a good understanding of the process of long division. They can partition numbers as part of a strategy for multiplying them. Lower attaining pupils understand the idea of multiplication and apply it using smaller numbers. Higher attaining pupils in Year 5 can round up and down large numbers. They have an understanding of fractions that enables them to identify when two fractions are equivalent. Average attaining pupils can add up quite large amounts of money involving pounds and pence successfully. In Years 3 and 4, standards of work are close to the average and pupils are achieving well. These pupils are confident in using the four rules of number up to a hundred; older or higher attaining pupils do so to a thousand. In Year 3, pupils enjoy solving problems involving money. Pupils learning is good as a result of good teaching.
78. Throughout the school, pupils enjoy their mathematics. Their attitudes are often very good and they apply themselves well to mathematical tasks. Children quickly settle to class and group activities after the initial introductions associated with the National Numeracy Strategy. Behaviour is very good in both whole class and group activities. Where appropriate, pupils co-operate well when working. The pace of working is usually good. Such positive attitudes and behaviour enable teachers to concentrate on their teaching, which in turn has a positive effect on pupils' learning.
79. The quality of teaching is good overall and occasionally in Key Stage 2 it is excellent. Such good teaching is helping to promote effective learning among pupils in lessons; it is often associated with the good relationships within classrooms. Pupils' work indicates that there is good challenge and high expectations. The best teaching reflects very good subject knowledge, clear explanations and careful attention being given to the needs of the wide

range of pupils in the class. Teachers have implemented the National Numeracy Strategy effectively. Teachers use initial activities to assess pupils' understanding well. Work is generally matched well to pupils' levels of attainment. Pupils are set in attainment groups for mathematics. This method of organisation reduces the demands on teachers to cater for pupils with wide ranging levels of attainment and helps them to address their specific learning needs and positively affect the quality of their learning. Teachers use mathematical vocabulary effectively. There are occasions when teachers ensure that pupils use their numeracy skills in other subjects, such as in graph work in geography when studying trends in the weather and when using co-ordinates in map work. Marking is generally good. The best is detailed and helpful, giving pupils encouragement and support to improve their understanding.

80. The curriculum is based on the National Numeracy Strategy. A good range of assessment procedures has been introduced throughout the school. These are used consistently and give good detail about pupils' attainment. The information is used well to place pupils in appropriate teaching groups. It is also used to set challenging targets in Year 6. Mathematics makes a sound contribution to pupils' personal development. There are examples of pupils being asked to apply their mathematical knowledge to solving real life problems. Leadership of the subject is good, teaching and learning are regularly monitored. Satisfactory resources are used effectively.

SCIENCE

81. Inspection findings indicate that standards attained by seven and eleven year olds are below average. Bearing in mind the low level at which the pupils enter the school, with many of them having such restricted language skills, they make good progress throughout the school; their achievement is good. There is great determination to raise standards throughout the school and the teachers are working hard to achieve this end.
82. The curriculum covers all the required areas of learning thoroughly. A significant proportion of pupils experience problems expressing their understanding of scientific concepts. More time has been allocated recently to practical investigation and discussion in order to address this problem. By the end of Key Stage 1 pupils know what plants need to grow and show this by considering a number of samples and predicting which will or will not grow. They recognise the properties of some materials and the reasons for their use, because, for example, they are waterproof. Pupils understand how an electrical circuit works, test and make comparisons. Many understand that tests must be fair. Whilst they can find out information for themselves, few are able to put forward their own ideas clearly. Lower attaining pupils need a lot of support to help them to record their findings. By the end of Key Stage 2 pupils have developed knowledge and understanding well. In most classes investigations are recorded clearly, with pupils making initial predictions and then arriving at suitable final conclusions. In some instances their writing is supported well by clear diagrams, graphs and tables. A particularly good example was seen in a Year 5 book in which the pupil recorded an investigation into air in soils. Despite teachers continually emphasising and using the correct vocabulary some Year 6 pupils still lack confidence to explain words such as 'dissolve'
83. All teachers plan very effectively to present the pupils with interesting and thought-provoking tasks. The pupils are taught in groups and the planning is matched to the individual ability level of the groups, particularly the recording tasks. Where additional support is provided for a group all adults know their roles and work effectively as a team. Teachers show confident subject knowledge and are well prepared, so that discussions with pupils are fruitful, despite some having difficulty in explaining what they understand. In

the best lessons the teacher takes positive steps to ensure that all pupils make an oral contribution. Some very good teaching in a Year 2 class was based on the pupils observing photographs of many different creatures. Every pupil made some contribution and learned new vocabulary, such as 'attributes', as well as increasing general knowledge of animals.

84. The quality of relationships between teachers and pupils and shared expectations means that in the vast majority of lessons time is not wasted, as the pupils respond and are attentive. Listening is very good. In a very good Year 4 lesson on forces, when the previous lesson was reviewed the teacher expected the pupils to answer in sentences, challenging them to use and extend their vocabulary. Not all teachers do this consistently. The arrangement of teaching groups and the space available causes teachers to be aware of noise levels. Consequently, although the pupils frequently work in pairs and small groups there is insufficient discussion between the pupils.
85. Whilst the overall teaching of the subject is good the work done by the Year 6 team stands out. They were preparing pupils extremely well for forthcoming national tests. Higher-attaining pupils were continually asked to explain their reasons for their answers or for word definitions. The sparkling teaching of the lower attainers built up their confidence very successfully. The constant smile and enthusiasm of the teacher was reflected in the pupils' attitudes. Those who were particularly successful glowed with pleasure.
86. The school has faced the challenge of raising standards very well. A subject co-ordinator has been appointed recently whose subject knowledge and own teaching provides an excellent role model. Shared planning is very good and the teachers generally exude confidence. They prepare themselves and their resources very thoroughly so that the lessons flow at a good pace. Their high expectations, seen in the way that they themselves provide good displays of work, result in high standards in the presentation of pupils' work. This is marked regularly, although occasionally misspellings of key scientific vocabulary pass uncorrected. Not all teachers pose questions in their marking, which would cause the pupils to think again about what they has done. Numeracy skills are used in the recording of data and literacy skills used and reinforced in the recording of investigations. Teachers plan for links with other areas of the curriculum when appropriate so that the pupils use the skills gained in other subjects. For example they use their knowledge of electricity when constructing torches and observational drawing skills when examining and comparing fruit seeds. Currently there is little use of information and communication technology to extend pupils understanding in science.

ART AND DESIGN

87. Attainment at the age of seven is in line with that expected. From the time they enter school pupils are introduced to a range of art activities, giving them opportunities to develop skills in different aspects of the curriculum. An example of this is their carefully executed drawings of plants and flowers, requiring close observation of colour and shape and of the particular features of individual plants. Pupils learn about symmetry as they practise a painting technique. They discover that they can mix paint to achieve appropriate shades of colour. A display of 'colourful clothes' illustrates this. Pupils learn the difference between primary and secondary colours. They experience and combine different materials such as aqua colours and paint in their colour mixing. Pupils work with concentration and apply themselves well to the tasks they are given.
88. Year 6 pupils are attaining at least in line with standards expected of eleven year olds, with a significant number achieving higher standards in some areas. As they move through the

school, pupils build on their experiences in Key Stage 1. For example, observational drawing in Year 3 using pencil shows development from that done in Years 1 and 2. Drawings of shoes and shells are very detailed and accurate, showing patience and care in their completion. Pattern work using felt pens demonstrates the same attention to detail and care. In learning about texture pupils use beans, peas and lentils to create designs.

89. Teaching in both key stages is at least sound and good in a number of areas. The very secure subject knowledge of the co-ordinator and the specialised skills of some of the teachers enhance it. In Year 4, where pupils are studying the techniques of L.S. Lowry and Paul Klee, the teacher effectively focused her attention on the shapes and positioning of buildings, helping pupils to improve their drawing skills. Teachers in Year 5, in collaboration with the art co-ordinator, have undertaken careful and comprehensive preparation for pupils to work on a lengthy project based on faces and masks. They have provided a wide variety of materials and ensure that pupils experience success as they work with the different media. The work includes two-dimensional and three-dimensional elements and gives pupils a rich experience which allows them to take pride in their work. Several aspects require a co-operative approach and the project is the ideal setting for investigating and making.
90. Displays of work are good and show the range of artistic endeavour which the pupils undertake as they progress through the school. The subject has a high status in the school and is set to develop further as time goes on. To increase their learning further, pupils need more opportunities to use their own ideas to a greater extent and to choose materials themselves. This is not to lessen the good work being done currently, but to widen pupils' experiences and prepare the older pupils for secondary school procedures.
91. The subject is effectively led and managed by the co-ordinator who is well qualified and very enthusiastic. She plans in an exemplary fashion, taking into account all elements of the art curriculum. She gives thought to the different needs of each year group. For example, in Year 6, when pupils are grouped for work, their varying skills are considered and emphasised, allowing them to experience success and increase self-esteem. Monitoring of teaching is not easily achieved, since the co-ordinator is not a full time teacher and is always occupied with her own groups, as well as having other curricular responsibilities. Nevertheless systems are in place for evaluating planning and she has a clear idea of the improvements she wants to make to the subject. Art plays an important part in the school in achieving curriculum balance and contributing to pupils' personal and cultural development. There is a good selection of resources, stored appropriately and readily accessible. A feature of the good work seen during the inspection was the range of high quality materials the pupils were using.

DESIGN AND TECHNOLOGY

92. It was not possible to see any lessons in design and technology during the inspection, but evidence from samples of work and from discussion with pupils indicates that standards are generally in line with those expected of pupils at the ages of seven and eleven.
93. Pupils in Year 1 make a fruit salad. They look at the parts of different fruits and label them. This links well with the science curriculum. In addition, as part of their education in healthy living they are made aware of the need to wash their hands when preparing food. A Year 2 task, to design and make a coat for an elephant involves drawing a repeating pattern on their plan. This is matched on their material. The pupils choose to sew, glue or staple the material, which extends or reinforces their understanding of fixing. Skills of making are also appropriately developed. Pupils in Year 2 made a very good model of a circus vehicle

for example. It was of stout construction, well finished and matched the original design well. Pupils plan clearly what they are going to make and what they will require. They also begin to develop their skills of evaluation, recording their thoughts about what they have learned and any possible changes or improvements they could make to their models.

94. Pupils continue to develop their knowledge and skills in Key Stage 2. Throughout the school pupils learn to follow the correct process from initial ideas to final evaluation. Older pupils in particular make sensible suggestions for improvement to their work. Among the work seen of Year 4 pupils were some torches made from everyday materials. By this stage their skills have developed, enabling them to show variations in their designs. Their construction skills are good, their torches were made to a high specification and worked very effectively. By Year 6 their skills of making have improved further. Pupils' displayed slippers, made from different textiles and involving sewing skills, were finished very well. Standards reflect the high expectations in school of both teachers and pupils.
95. Pupils enjoy the subject. They are given a range of experiences and Year 6 pupils remember a number of projects from their earlier years. They talk with enthusiasm about the different types of bread they made, and musical instruments. They appreciate being given opportunities, and are proud to display their work to others, sometimes in assembly when other pupils pass comment.
96. The curriculum is planned well so that the pupils have a range of experiences. The subject co-ordinator is experienced and knowledgeable in the subject, available to provide support when required. Good cross-curricular links are made using science knowledge and art skills, for example.

GEOGRAPHY

97. Standards achieved by seven and eleven year olds are in line with those expected of pupils their age. Teaching is good throughout the school. Teachers make good use of visits and the outside environment to support and extend pupils' learning.
98. By the age of seven pupils have a good knowledge of their immediate locality and its relation to the wider world. Pupils study the amenities in the local environment. They know where the main buildings are located and they have a good understanding of their respective purposes. Good teaching helps ensure that pupils' learning is good right from the start. In a lesson with pupils in Year 1 the teacher successfully built on pupils' existing knowledge and experiences of the world by having them reflect on and consider their own close environment. Pupils were encouraged to study the immediate area in which they live. They located the street where they live on a map and followed the route they take to school on the map. They were encouraged to note the location of other important features such as shops, schools and churches. This enabled them to become familiar with some of the uses made of maps and some of the simple conventions used on maps. In the same lesson pupils were skilfully made aware of the world beyond their immediate locality. Pupils were introduced to a map of the British Isles and the higher attaining pupils were able to locate Bradford on this map. In this lesson both pupils whose first language is not English and pupils with special educational needs received good adult support, with the result that they made good progress with their learning.
99. Attainment is about average for pupils aged eleven. They have a satisfactory understanding of how people can both improve and damage the environment. They know the vocabulary associated with mountains and weather conditions such as avalanche, rockfall and landslide. Higher attaining pupils know the locations of major mountain ranges

such as the Andes, the Himalayas and the Rocky Mountains. They also have some understanding of how mountains were formed. Higher attaining pupils and average attaining pupils are able to use their data handling skills to produce line graphs of weather trends using given data. Younger pupils in Key Stage 2 study a contrasting location to their own by focusing on a study of a village in India. These younger pupils also reflect on ways in which the environment could be improved. Pupils in Year 5 contrast life in the Yorkshire Dales town of Clapham with that of life in Bradford.

100. Teaching of geography is good. The choice of a range of well-chosen resources especially those associated with the local area motivates pupils and arouses their interest. Teachers plan lessons that securely develop pupils' geographical skills, including mapping skills. Pupils make satisfactory progress in developing these skills and using them in their work. Teachers aid the learning process by challenging pupils' thinking with a range of carefully framed questions. By addressing these, pupils are beginning to build up a good geographical picture of their everyday world and the world beyond. Pupils enjoy their geography and take care when completing maps, or locating features on local maps. Numeracy skills are used well and computers are used for finding out information and for data handling, for example producing rainfall graphs.
101. The geography curriculum is satisfactory and based on national guidance, which teachers find very helpful in their planning. A strength of the planned curriculum is the coverage of environmental issues, such as pollution. This work, together with the study of life in an Indian village, enables geography to make a good contribution to pupils' personal development. Leadership of the subject is satisfactory. The subject co-ordinator provides clear guidance to staff, which supports their planning and the further development of the subject.

HISTORY

102. There were limited opportunities to observe the teaching of history during the period of the inspection. However, discussions with pupils and teachers and evidence in pupils' work and teachers' planning, all indicate that standards in history are broadly average for pupils at the age of seven and eleven.
103. By the age of seven, the pupils have developed their knowledge and understanding of the lives of famous people and events of the past through the use of pictures, big books and videotapes. The pictures are used as a stimulus for questions about the setting, clothes of the period and everyday objects for pupils to compare with what is used in the present day and within their own experience. By the age of eleven pupils' knowledge and understanding of how people lived in earlier times have been further developed through class discussion and writing their own accounts. Activities to sort pictures into a sequence help pupils to gain a concept of time. In a Year 5 lesson pupils were enabled to extend their concept of time through their study of ancient Greece going back to 2000BC. Through their lessons they gain an insight into the role of women at that time, the birth of democracy and the origins of the Olympic games.
104. The quality of teaching is good. In lessons seen, teachers demonstrated good subject knowledge as well as an enthusiasm for history. Very good use was made of a theatre workshop the week before the inspection when an actor played the role of a woman from ancient Greece. Pupils were able to dress in costumes of the period and participate in games and dancing. Their knowledge of the period was enhanced considerably through this experience. Good use of photographic resources ensured that pupils understood the difficulties encountered in travelling in those time due to the rocky terrain in Greece. Links

with geography are also made through the identification of places like Athens and Sparta on maps. A time line along the length of the classroom wall helped pupils to understand the concept of time going back through AD into BC.

105. The co-ordinator has ensured that the curriculum is planned effectively using a combination of the national guidance and additional supplementary material. There are adequate resources to support the teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

106. Pupils gain a good understanding of information and communication technology and develop their skills satisfactorily. Standards attained by seven and eleven year olds are in line with those expected of pupils their age. In other subjects, however, pupils have too few opportunities to work with the computers and this limits opportunities to practise their skills.
107. The computers have been gathered together to create information and communication technology teaching areas. These provide the school with good bases in which to teach specific skills; in lessons seen good use was made of these resources. The new extension for Year 6 pupils includes a separate computer suite. However, the location of all the computers in the central areas is restricting the opportunities pupils have to use the computers at other times than during their timetabled lessons. This is inhibiting the pace at which they can make progress by limiting the opportunities they have to practice and extend their skills in ICT.
108. By the age of seven, pupils learn to assemble text using word processing software, like *ClarisWorks*, to help them communicate their ideas. Some can edit their own text. They use different fonts, highlight and vary the size of text and retrieve and store their work appropriately. Their skills are amply illustrated in their work, showing they can centre, justify cut and paste and put a border round their work. By the age of eleven, pupils use the thesaurus to change words in their own writing. They are confident to store and retrieve their own work from disk. By Year 5 most pupils can use logo commands to move the cursor around a set pattern, drawing their own initials for example; they can move the cursor backwards and forwards and turn it through various angles to change direction. Pupils have successfully used *Science Explorer* on CD-Rom to search for information on the planets. By Year 6 pupils can create a database, as they input data from their geography fieldwork for example.
109. Pupils' response to information technology is good. Most of them approach the computers with confidence, and some are well able to work independently with them. Others need considerable support with new work at the computers. In the lessons seen, the majority of pupils observed working with the computers concentrated intensively, they were able to work co-operatively in pairs or small groups and were usually engrossed in the tasks set.
110. Teaching of ICT skills varies from satisfactory to very good. Where teachers use the computers in the central areas, they do so successfully. Teachers are able to manage learning in this situation well, some having already developed good strategies for discussing aspects of pupils' work with them or for some further direct teaching. Most teachers seen appear confident in using the computers and are able to monitor pupils working very effectively, providing good support when needed. In work in other subjects however, teachers are restricted in how they use the computers given their centralised location and they fail to plan appropriate activities to enable pupils to practise or develop their skills.

111. Leadership is good. The co-ordinator's confidence, commitment and good subject knowledge play a significant part in the development of other teachers' skills and confidence. She has worked hard to develop resources and staff confidence in using them is improving. She has identified priorities for further development in the subject, including completing the new computer suite, working to improve staff confidence further and raising the standards of pupils' attainment. There is a detailed policy in place to support teaching and learning, although this is not yet fully implemented.
112. Resources are good. The addition of new computers in the near future, which will be distributed around the school, should enable teachers to overcome the difficulty of using them to support work across the curriculum.

MUSIC

113. At the ages of seven and eleven overall standards in music are in line with those expected of pupils their age. Pupils make satisfactory progress in developing their skills in music throughout the school. Pupils experience an appropriately balanced programme of musical activities, based on national guidance and the scheme the school has adopted. In lessons they are enthusiastic and eager to participate in both singing and instrumental activities. In the best lessons they respond very well to instructions on how to use instruments and they listen well to music played to them.
114. Younger pupils are able to sing some songs from memory and their singing is mostly tuneful. In learning about rhythm, pupils show they can keep a steady pulse and add clapped rhythm accompaniments to songs in time to the beat. Singing songs like *The Pizza Hut song* or *Boom chicka boom* pupils' understanding of pulse and rhythm is extended effectively. They learn to use appropriate musical vocabulary, like pulse for example. Pupils' understanding of different instruments is enhanced at this stage as they listen to pieces like Saint Saëns' *Carnival of the Animals* or Prokofiev's *Peter and the Wolf*.
115. Pupils make progress in their ability to recognise and clap increasingly complicated rhythms as they move through the school, with formal notation introduced later in Key Stage 2. At this stage pupils make good progress in understanding different features in music and they use vocabulary like pitch, texture, dynamics and tempo well to describe them. Pupils are given good opportunities to listen to a good range of musical styles and forms, as varied as Mike Oldfield's *Tubular Bells*, Booker T and the MGs' *Green Onions* and Ferde Grofé's *Grand Canyon Suite*. They have good listening skills and collaborate well when evaluating what they hear. At times pieces are chosen to illustrate particular features of music, like ostinato for example, which enhance pupils' understanding and encourage them to listen carefully. Pieces played as pupils enter the hall for assembly are chosen by teachers to reflect a particular theme. More could be made of these occasions to provide pupils with information about the music they hear. Although there are limited opportunities for pupils to compose their own pieces, they do so successfully at times, as in *The scream* composed in response to a picture they were shown.
116. Pupils in the school have some opportunities to make music outside of their class lessons, although few pupils take up the chance to learn to play the recorder in one of the three lunch time groups. Other extra-curricular musical activities are underdeveloped.
117. The quality of teaching and learning in music is good. Where teachers are less confident the co-ordinator supports them with planning and in devising appropriate learning

activities. A peripatetic music teacher supports the teaching and learning of singing on one day a week; this good arrangement has a positive impact on the standards of pupils singing. In lessons seen all teachers were able to engage pupils in a variety of activities to extend their knowledge and skills. In a good lesson with Year 6 pupils, the teacher was lively and animated as she engaged them in listening to and discussing contrasting pieces of music, which helped pupils to express their own ideas about what they heard. Learning was good as pupils showed a real seriousness of purpose in what they were doing.

118. Music is effectively co-ordinated. The co-ordinator is making good use of national guidance as she undertakes the development of the programme of work in music for pupils as they move into Years 5 and 6. As yet, however, there has been insufficient emphasis on monitoring the quality of teaching to identify where non-specialist teachers need further support and guidance. There is an appropriate range of resources available, including both tuned and untuned percussion instruments. At times the open plan design of the school inhibits teaching and learning where lessons are taught in the class bases and teachers are aware that the noise can disrupt other lessons.

PHYSICAL EDUCATION

119. Standards for both seven and eleven year olds are average. Pupils achieve appropriately in relation to their prior attainment. A satisfactory range of extra-curricular sporting activities is available, and this is helping to improve pupils' games skills by the time they leave the school. For example, the school buys in the services of a cricket coach and this enables older Key Stage 2 pupils to receive games skills coaching focusing on cricket after school.
120. At the time of the inspection, most lessons had a focus on games skills or athletics. Lessons begin with useful warming up sessions. Year 1 pupils learn to pass and receive a ball with their feet. Pupils are shown techniques and are then encouraged to practise a range of skills, often working in pairs. In this context, pupils throughout the school co-operate well and this contributes to their successful learning. Pupils in Year 2 extend their skills to dribbling a ball with the feet. Pupils are encouraged to evaluate their own and the performance of others. They are taught the importance of practise in improving skills. Years 4 and 5 pupils receive coaching on running and sprinting efficiently. They learn starting technique and running styles. They time themselves over short distances in order to see if performance improves as style and technique improves. They are encouraged to watch and evaluate each others' work sensitively.
121. Teaching is satisfactory overall. Good control of pupils ensures that lessons are lively with a brisk pace. Consistently good standards of behaviour and enthusiasm are a strength of lessons, with pupils working hard and responding well to teachers' instructions. A feature of the best teaching is that time is taken to observe what pupils do and then to step in to help improve particular skills. As a result, pupils' learning and performance are enhanced. Teachers emphasise the importance of health and safety during lessons, and explore the effects of exercise on the body.
122. Pupils in Year 5 receive regular swimming instruction over a period of half a school year. A significant number of pupils have never attended a swimming baths before starting this course of instruction. Consequently few pupils reach the expected standard by the age of eleven. However, by the end of the course about a third reach the five metre standard for distance swimming and some the ten metre standard. A small number of pupils can swim 25 metres.

123. All areas of the National Curriculum are taught, thus ensuring pupils develop skills across all relevant areas of physical education. Although teachers observe pupils carefully during lessons, the systematic assessment of specific skills is not well developed and this inhibits teachers' ability to ensure progress in the development of skills over time. The subject makes a good contribution to pupils' personal development, such as working as part of a team and co-operating in a range of activities. Leadership of the subject is satisfactory. A sound programme of study offers teachers good guidance for their planning.

RELIGIOUS EDUCATION

124. The standard of work for pupils throughout the school is in line with the requirements of the Locally Agreed Syllabus. Pupils gain an understanding of the similarities and differences of the Christian and Muslim faiths.

125. In Key Stage 1 pupils begin to learn important facts about a mosque, as part of the topic on 'Special Places'. The pupils who attend the mosque communicate their knowledge and try to identify the names of artefacts from the mosque. In Key Stage 2 a comparison is made between the Bible and the Qur'an, and similarities and differences are discussed. Pupils understand that both give messages about morals. Year 6 pupils study the Parables and try to understand the moral issues that lie behind the stories. Written work in Key Stage 2 shows a range of work being covered throughout the school year, embracing Christian, Muslim and Sikh religions. In Year 6 some extended writing is based on a selection of subjects from these three religions. The writing is often thoughtful, giving consideration to the importance of belief to the community.

126. Teaching is at least satisfactory throughout the school and sometimes good. Teachers present religious education to their classes in sensitive ways, and have high expectations that pupils will take their work seriously and increase their learning and understanding. They make good use of artefacts to reinforce understanding, pointing out that although the words may be different in Urdu, Arabic and English the meaning of some things is the same. This creates a basis for understanding more about the nature of religious education. At times learning is not always as successful. In a lesson with Year 6 pupils, for example, the teacher told the story of the Good Samaritan, making the story more meaningful to the pupils by making comparisons with people today and drawing from pupils their thoughts about their own customs. Pupils sat quietly and listened to the story, but their subsequent writing showed that they hadn't all understood fully.

127. The co-ordinator, together with a colleague, has worked hard to establish a workable policy, with relevance for all the pupils in the school. It is supported by additional material to extend learning about the designated topics. Assessment is satisfactory, completed by class teachers, usually at the end of a topic or half term. At the end of the school year, these assessments inform the comments made to parents about pupils' progress.

128. Strong links with the Inter-faith Centre continue and this has a positive impact enriching the curriculum. Faith leaders visit the school and resources can be borrowed from the Centre. Pupils also make visits to local places of worship when appropriate to the topic being studied. The subject contributes strongly to the positive ethos of the school.