

# INSPECTION REPORT

## **SPRING GROVE JUNIOR, INFANT AND NURSERY SCHOOL**

Huddersfield

LEA area: Kirklees

Unique reference number: 107617

Headteacher: Lynne Peacock

Reporting inspector: Paul Bamber  
15064

Dates of inspection: 14<sup>th</sup> - 17<sup>th</sup> January 2002

Inspection number: 194486

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior, Infant and Nursery

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Water Street  
Huddersfield  
Yorkshire

Postcode: HD1 4BJ

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Appropriate authority: The governing body

Name of chair of governors: Mr Howard Roberts

Date of previous inspection: May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
15064	Paul Bamber Registered inspector	Physical education	How high are standards? How well are pupils taught? How well is the school led and managed?
1165	Peter Dannheisser 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?
19916	Deborah Kerr Team inspector	Mathematics Religious education	How good are curricular and other opportunities offered to pupils?
19041	Roger Linstead Team inspector	English Information and communication technology Design and technology English as an additional language	
18344	David Earley Team Inspector	Science Music Provision for children in the foundation stage.	
19120	Derek Pattinson Team Inspector	Art and design Geography History Equality of opportunities Special educational needs	

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

## **INFORMATION ABOUT THE SCHOOL**

Spring Grove Junior, Infant and Nursery School has 207 pupils, 101 girls and 106 boys, on roll and is situated in the centre of Huddersfield. Pupils generally live close to the school in a mixture of private, rented and local authority housing. A very much larger than average proportion of pupils (77 per cent) use English as an additional language. The largest ethnic group is Pakistani (64 per cent), the remainder being a fairly equal mix of Indian, black Caribbean, Chinese and white heritage pupils. Sixteen per cent of pupils are registered as having special educational needs (just below average) and three pupils have statements of special educational needs (about average). Thirty-one per cent of pupils (above average) are known to be eligible for free school meals. Pupils enter the nursery with well below average standards. They enter the reception class with well below average standards in language skills and below average standards in all other areas of their learning.

The school finds it difficult to recruit staff and at present has two temporary teachers. Since the last inspection, the headteacher, deputy headteacher and five other teachers are new to the school.

## **HOW GOOD THE SCHOOL IS**

Spring Grove is a very effective school. Pupils achieve well, have positive attitudes to learning and behave very sensibly. The quality of teaching is good and pupils' moral and cultural development is very good. Leadership and management are very effective and standards have improved considerably since the last inspection. The school provides very good value for money.

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

- Standards in mathematics, science and religious education are at least above average throughout the school.
- The curriculum and the quality of teaching and learning in the nursery and reception classes are very good.
- Overall, the teaching is good.
- Pupils are eager to learn and behave very well.
- The school's efforts to include all pupils fully in its activities are very successful.
- Pupils from different backgrounds, races and faiths get on extremely well together.
- The headteacher and key staff provide excellent leadership. This is having a very significant impact upon raising standards.

### **What could be improved**

- By Year 6, despite recent improvements, standards in English and information and communication technology are still below average.
- Pupils do not have enough opportunities to develop their speech and drama skills in lessons, in order to improve their understanding of language.
- The school's provision for art and design is not as strong as in other subjects which means that standards are not as high as they should be by Year 6.
- Opportunities for pupils to investigate and to research are rare.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement has been very good since the last inspection in May 1997. The most significant improvements are in the standards pupils attain, in the quality of teaching and learning and in leadership and management. Standards in mathematics and science are now above national averages, the teaching is good and the school's leadership ensures rigorous analysis of strengths and weaknesses, in order to set and meet challenging targets for improvement. Governors are now much more aware of the standards the school achieves. Schemes of work for all subjects now provide staff with detailed guidance. Improved resources have contributed to rising standards in information and communication technology and music. The school has a very good capacity to succeed in its drive to improve further, because leadership and management have promoted a strong team spirit and set high expectations

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	E	E	C	well above average A above average B average C below average D well below average E
mathematics	E	C	B	A	
science	D	D	A	A	

In the 2001 national tests for Year 6 pupils, the school's standards were well above average in science, above average in mathematics but well below average in English. The school's results in 2001 continued a trend of good improvement since 1999, particularly in mathematics and science. When the school's Year 6 results are compared with those of similar schools, standards are well above average in science and mathematics and average in English. In the past, the school's provision for pupils who use English as an additional language (four-fifths of pupils on roll) was not rigorous enough to help them reach national standards by the time they left the school. The more focused teaching and support now in place have resulted in good improvements in English standards over the last two years. Whilst younger pupils have now caught up and attain average standards in English, older pupils have a backlog of underachievement in their language development and in Year 6 attainment is still below what is expected.

In the 2001 national tests for Year 2, pupils attained average standards in reading and writing and well above average standards in mathematics. When compared with schools of similar type, standards were well above average in reading and writing and very high in mathematics. In Year 6 at present, standards in science are well above average, and above average in mathematics. Standards in information and communication technology and art and design, are below average. However, standards in information and communication technology have improved as a result of better resources and staff training. Whilst this has brought most in the school up to average standards, Year 6 pupils have not caught up sufficiently. In Year 2 pupils currently attain average standards in English, and above average standards in mathematics and science. Standards in religious education are above average throughout the school. In all other subjects, Year 2 and Year 6 pupils attain average standards. Pupils who use English as an additional language and those with special educational needs make good progress as a result of well-planned and implemented support. Overall, pupils achieve well and make good progress. Children enter the nursery class with well below average attainment, especially in language. By the time they enter the reception class, their attainment has improved but is still below average in language. They achieve very well to reach the standards they do by the end of Year 2. The school exceeded its targets for the 2001

Year 6 national tests and has set even more challenging goals for 2002. Evidence from the inspection indicates that these are likely to be achieved.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school, are eager to learn and strive hard to achieve well.
Behaviour, in and out of classrooms	Very good. In lessons, pupils generally listen attentively and respond promptly to instructions. Pupils behave sensibly in the playground.
Personal development and relationships	Very good. Strengths of the school are the degree of racial harmony, the co-operation between pupils and the warmth of relationships between adults and children. Pupils respond very positively when given responsibilities.
Attendance	Close to the average but some families take children on extended holidays in term time. Quite a number of pupils fail to make the nine o'clock starting time in the morning.

Pupils' eagerness to learn, the very positive manner in which they relate to each other and their very good behaviour, all contribute significantly to their good achievements.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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 good overall. Teaching in the nursery and reception classes is very good. It is characterised by rigorous planning and organisation, very well focused language development and effective balance between direct teaching and providing support for children to carry out their own chosen activities. As a result, children who enter the school knowing very little English make particularly good progress.

Teaching is particularly strong in Years 2, 5 and 6 and in mathematics and science. As a result pupils make very good progress in these classes and subjects. Teachers have implemented the National Literacy and Numeracy Strategies well, resulting in rising standards in English and mathematics throughout the school. A weakness in English teaching at present is a lack of opportunities provided in some lessons for pupils to use their speech and drama skills to help their language development. Teachers provide pupils with opportunities to improve their understanding and interpretation of texts in many subjects, such as history and religious education.

Those many pupils who use English as an additional language are expected to reach high standards and are supported very well by classroom assistants. As a result, many attain above average standards. The quality of teaching for pupils with special educational needs is good in English, mathematics and science, when they are often well supported by dedicated staff. Information and communication technology is now taught well and this is raising standards rapidly. The deployment of a specialist technician in the information and communication technology suite significantly adds value to the quality of learning for pupils. In art and design some teachers lack subject expertise. Partly as a result, standards in the subject are not high enough in some classes.

## OTHER ASPECTS OF THE SCHOOL



<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good overall. A particular strength is that all pupils are fully included in the school's activities.
Provision for pupils with special educational needs	Good. Early identification, close liaison with parents and support services and well managed provision all contribute positively to the good progress made by these pupils.
Provision for pupils with English as an additional language	Good. These pupils are a majority of the school and they make good progress, particularly in the nursery and reception classes and the management of their provision is very good. Many are the highest achievers in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils have a strong sense of right and wrong and fully respect and value different cultural and religious customs. As a result, racial harmony is excellent.
How well the school cares for its pupils	The standard of care is good. The school has very secure procedures for child protection and health and safety. Recent improvements in monitoring and evaluating pupils' academic progress have contributed well to improvements in standards.

The partnership with parents is satisfactory overall and parents think highly of the school. Information provided for parents is good but meetings to inform parents about the school's curriculum are rarely well attended. The opportunities provided for pupils are wide ranging and the community contributes well to their experiences. Pupils are well cared for.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and the senior management team have successfully implemented most effective strategies to improve academic standards and the quality of teaching and learning.
How well the governors fulfil their responsibilities	Satisfactorily. The governors are now much more aware of the school's strengths and weaknesses. However, they do not have a planned programme of visits to gain more knowledge of how teachers teach and pupils learn. Individual governors are regularly involved in supporting the work of the school.
The school's evaluation of its performance	Very good. Because test data and pupils' work are closely analysed and teaching is rigorously monitored, strengths and weaknesses are identified which enables the school to set challenging targets for improvement.
The strategic use of resources	Financial planning and budgetary control are rigorous. Governors' prudent management has enabled the school to maintain staffing levels and single-age classes, which is much appreciated by parents and has contributed to an increasing demand for places.

Governors are well aware of the need to seek best value for money when buying goods and services, to constantly challenge the school to attain higher standards, and to compare its performance both nationally and locally. The school's staffing contributes well to the standards achieved. Although resources support learning and are satisfactory overall, there are some weaknesses in art and design, history and geography. Accommodation is adequate, the information and communication technology suite has contributed significantly to rising standards, but, as in the last inspection some aspects of pupils' development in physical education are restricted because of the size of the school hall and a lack of grassed pitches to accommodate

team games.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Children like the school and behaviour is very good</li><li>• The teaching is good and pupils make good progress</li><li>• The school works closely with them and is very approachable</li><li>• Children are helped to become mature and responsible and enjoy the wide range of activities outside lessons</li></ul>	<ul style="list-style-type: none"><li>• Some parents feel that there are too few after-school clubs.</li></ul>

Parents have extremely positive views of the school. Inspectors concur with these views. The range of after-school clubs is similar to found in most primary schools.

## **PART B: COMMENTARY**

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

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

1. In the 2001 national tests, Year 6 pupils attained standards well above the national average in science, above average standards in mathematics but well below average standards in English. When compared with standards achieved in schools of similar type, standards were well above average in mathematics and science and average in English.

2. Throughout the school, large numbers of pupils use English as an additional language. Despite the increasingly successful strategies used to improve their attainment in English, pupils' standards in the subject lag behind those in mathematics and science. There was no significant difference between the attainment of boys and girls nor between pupils from different cultural heritage. The school successfully met its targets for improvement in English and mathematics in 2001. It has set challenging targets for 2002, particularly in English, and the present attainment of Year 6 pupils indicates that these will be achieved.

3. The school has very effective strategies for improving pupils' performance in national tests, which have proved very successful over the past two years. Standards in mathematics and science have risen significantly, whilst weaknesses in pupils' attainment in English have been identified and action taken which has resulted in standards rising.

4. Pupils in the present Year 6 are attaining just below average standards in English, speaking being a particular weakness, above average standards in mathematics and religious education and well above average standards in science. Despite recent improvements standards are below average in information and communication technology. Standards in art and design are also below average. In all other subjects pupils attain average standards.

5. In the national tests in 2001, pupils in Year 2 attained standards well above the national average in mathematics and average standards in reading and writing. When compared with those of schools in similar circumstances, standards in reading and writing were well above average. In mathematics they attained very high standards, in the top five per cent in fact. Such good results are testimony to the school's excellent efforts to raise standards for all and to ensure that those pupils who use English as an additional language are in no way disadvantaged. The standards achieved in writing and mathematics represent a significant improvement upon those in 2000 and can be linked to the very good start children make in the nursery and reception classes and to good teaching in Years 1 and 2.

6. Girls performed better than boys in the 2001 Year 2 tests but only in reading did boys lag behind their peers nationally, whilst outperforming them in writing and mathematics. Standards in science, as assessed by teachers, were well below average. There was no significant difference in the standards achieved by different ethnic groups.

7. The present Year 2 are attaining average standards in reading and writing and above average standards in mathematics, science and religious education. Standards in science represent a significant improvement upon those indicated in the 2001 assessments by teachers because teachers have successfully implemented strategies to improve pupils' attainment. In all other subjects pupils are attaining average standards.

8. By the time pupils enter the reception class, their attainment is below average and in language often well below. Because the large majority of children enter the school having spoken very little English before, they are disadvantaged in many areas of their learning. As a result of very well focused teaching and support and a skilfully managed curriculum, children make very good progress in many areas of their learning and most achieve the standards expected by the time they

enter Year 1. Despite their good progress in language and communication children still attain standards below those expected by Year 1. Only a few use the expected range of vocabulary for their age and too many still only use single words and phrases. Higher attaining children, however, reach expected standards and talk animatedly about their experiences, activities and the stories they hear, and write short sentences.

9. Children's personal, social and emotional development is a strength. The very good listening, sharing and co-operating habits they acquire lay the foundation for their ability to relate, behave and collaborate so well when they get older. Despite their initial very limited understanding and knowledge of the world, children progress well and by the time they reach Year 1 have an appropriate understanding for their age about their immediate environment, direction, plants and the jobs that adults do in the school. Many children's understanding of number is good and they achieve at least average standards in their mathematical knowledge. Whilst displaying good skills in running, balancing and controlling large wheeled toys, children are less adept when handling small tools.

10. In Year 2, standards in reading and writing are average. This represents a good achievement because of the low standards with which they enter the school. Whilst most read words accurately and recount the facts about what they read, few read with good expression or predict from what they have read what might happen next. The priority given to improving writing has resulted in much improved standards by Year 2. Most pupils use punctuation correctly and apply their increasingly good knowledge of letter sounds to help them spell accurately. Some lower attaining pupils still vary letter shape and size too much.

11. In Year 6, standards in reading and writing are below average. Much of the teaching and support have improved standards recently, but past deficiencies in the rigour with which pupils have been taught and assessed have caused a backlog of underachievement. Too many pupils still wrongly guess unfamiliar words, thus losing the meaning of what they read. Many pupils, who use English as an additional language do not understand the meaning of a significant number of words or of phrases specific to the English language. The school is aware of this weakness and has directed resources such as bilingual classroom assistants, to help pupils overcome their difficulties and to comprehend more words and conventions.

12. In Year 6, pupils' spelling is not accurate enough and many do not write quickly enough. In their creative writing they use too narrow a range of words to convey mood or for description. Relative strengths are improved planning, paragraphing and drafting. In Years 3 to 6 pupils' lack of writing skills has limited their ability to record their learning in other subjects. However, the recent move to include comprehension work in many subjects is having the effect of improving pupils' ability to interpret and summarise texts.

13. Throughout the school, pupils' speaking skills are below average. Because the majority of pupils converse in their first language at home they are less articulate in English. Whilst they learn technical language well, for instance in mathematics and science, the majority do not have a sufficient range of descriptive language nor do they speak confidently at length. In some classes, teachers take care to encourage pupils to speak at more length. Generally, however, pupils are given too few opportunities to develop their speaking skills in response to questions, by acting out scenes from plays or books they read or by rehearsing and delivering formal, spoken presentations. As a result, pupils answer questions with single words or very short phrases and do not speak clearly enough. In contrast, they listen very well, which means that they respond promptly to instructions and learn from each other.

14. In Year 2 and in Year 6, pupils attain above average standards in mathematics. Throughout the school they calculate quickly and accurately during mental mathematics sessions, using a range of appropriate strategies. They have strengths in number work, understanding place value well. Higher attaining pupils work confidently with three digit numbers and name and identify properties of shapes. Year 6 pupils are strong in their understanding of decimals and fractions, and use calculators to check the accuracy of their own answers. Because they are too infrequently

required to investigate number, pupils throughout the school are less sure about extending number sequences and identifying mathematical relationships.

15. Standards in science are above average in Year 2 and well above average in Year 6. In Year 2 pupils have a good grasp of how plants, humans and animals differ, the effect of exercise on organs of the body and muscles in humans and how to describe the properties of different materials. In Year 6, pupils recount how forces change materials and measure these changes accurately. Most describe the effect of micro-organisms in the human body well. Pupils' scientific knowledge and understanding are good where facts need to be learnt and listed. Higher and average attaining pupils set up fair investigations and apply their existing knowledge effectively to make predictions. However, this area is a weakness for lower attaining pupils.

16. In Year 2, pupils attain average standards in information and communication technology but Year 6 attain below average standards. Much work has been done in the last two years to improve teaching and resources in the subject. These have resulted in improved standards throughout the school. However, gaps between the standards Year 6 should achieve and those they actually achieve have been too large to close in the time since improvements in provision were implemented. In Year 2, pupils' strengths are in using computers unaided, in controlling the mouse and in using pre-loaded programs. They are weaker in using the keyboard, being unfamiliar with its layout and the alphabet, and in controlling programmable toys. In Year 6, although pupils word-process satisfactorily and use menus and icons correctly to help them access programs, they use multi media too little and lack the skills to use sensors or to control robots.

17. Throughout the school pupils' attainment in religious education is above average. Many are regular churchgoers within their different faiths and bring with them their knowledge and understanding of ceremony and celebration to enhance lessons. In Year 2 many have good knowledge of the importance of prayer to many faiths and name days of the week for worship in Christianity, Islam, Judaism, Hinduism and Sikhism. By Year 6, most pupils practise tolerance and understand the values, customs and teachings connected with the different faiths followed by members of the school. Such knowledge and understanding underpin the excellent racial harmony found within the school and reflect its aims and values very well.

18. Standards in art and design, in Year 6, are below average because pupils have not been taught skills systematically in the past and their breadth of experience in the subject has been too narrow. Year 6 pupils draw and paint competently but have scant knowledge of the difference in style of famous artists. Their work in three-dimensional design is also below average. In Year 2, some pupils exceed national expectations in their still life drawings and in comparing their own imaginative paintings with those that are computer generated. Their three-dimensional work is also a relative weakness.

19. In other subjects, pupils have strengths in drawing and labelling plans in design and technology and in map work in geography. There are some weaknesses, however, in the breadth of pupils' knowledge of the location of countries and some pupils wrongly identify towns as countries and countries as continents. In history, pupils perceptively draw comparisons between the causes championed by Florence Nightingale, Elizabeth Fry and Martin Luther King. Because pupils listen well in music lessons they reproduce sounds using tuned and untuned instruments, sing tunefully and pick up rhythms and pulse very quickly. Year 2 pupils balance and jump well, whilst Year 6 pupils control and send a tennis ball with confidence.

20. Overall, pupils achieve well. Pupils who use English as an additional language, almost four-fifths of the total, make good progress and many of them are among the highest attainers. Strategies for improving all pupils' language skills are beginning to reap their rewards but speaking skills are still underdeveloped for most pupils. The deployment of bi-lingual classroom assistants helps pupils' understanding of English in lessons.

21. Pupils with special educational needs make good progress in relation to their previous

standards. Any problems are identified early and especially in English, mathematics and science lessons they make particularly good progress, because they are supported by dedicated and skilful classroom assistants.

22. The achievements of higher attaining pupils are good overall. This is particularly so in mathematics and science because they are set demanding work in lessons. However, given more independence and more opportunities to carry out investigations and research, some might attain even higher standards. Gifted or talented pupils attain the standards they should. For instance, the school encourages those who are gifted to take national tests designed for much older pupils at a younger age than is the norm.

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

23. Pupils' attitudes and behaviour are very good. This is an improvement on the findings of the last inspection. Their attendance is slightly below average for the country as a whole. Absences include a number of authorised holidays overseas taken during term-time. Although few pupils arrive after the registers are closed a significant number fail to arrive promptly at the start of the day. Three pupils were excluded for up to three days at a time in the previous school year.

24. About 90 per cent of the 73 parents who answered the pre-inspection questionnaire agreed that pupils were well behaved and all but one of them said that their children liked school. All of the many pupils who spoke to inspectors say they like coming to school and feel very well looked after. The oldest pupils are enthusiastic, happy and confident, and enjoy learning and playing in a very well integrated multicultural community. Pupils respect other people's feelings, values and beliefs and this is manifest both in lessons such as religious education and social education, as well as in what pupils from a wide range of backgrounds say about the attitudes of others in the school. The school achieves an excellent level of multicultural harmony.

25. Pupils show very good attitudes towards their work. Throughout the school, the great majority of pupils are keen to learn. They apply themselves with enthusiasm to their work and most work hard in lessons. A group of older pupils learning about kite construction was enthusiastic, concentrated well and were thrilled to see a kite collection in a stimulating design and technology lesson. Very young pupils listened well and took pride in their achievements in a well-organised physical education lesson in the hall. The children in the nursery and reception classes respond well to the daily routines of the class and rapidly develop good relationships. There is a calm and purposeful atmosphere.

26. Behaviour in most lessons is usually very good and never less than satisfactory. Behaviour during assemblies is very good and pupils listen intently and respectfully. Pupils use the playground well. They enjoy themselves, play well together and there is a marked lack of oppressive behaviour, including bullying, racism and sexism. Pupils respect their environment and keep it tidy. Lunch times are positive occasions. Pupils are sociable and helpful to visitors. They are confident and a pleasure to be with.

27. Pupils are pleased to be given responsibilities, but until recently there have been few opportunities for them to explore their growing independence and experience. The older pupils have prefect responsibilities such as helping to clear up after lunch, running a tuck shop, and ringing the bell. Most pupils in Year 6 are chosen as prefects during the year and wear their badges with pride. Within classrooms several tasks are allotted to pupils and they carry them out well. They work well together when given the opportunity. They take registers to the office and tidy up efficiently. The school is aware that pupils need the challenge of more and wider responsibilities. Among initiatives to achieve this, are a School Council and more formal arrangements for older pupils to help younger ones. The parents report that they are very satisfied with the way the school helps their children become mature and responsible.

28. Attendance figures are about average but punctuality is a little lax, too many pupils arriving in

the classroom during the first ten minutes of the school day. The school works very closely with the educational social worker, who responds to requests for support and visits the school regularly.

29. Most pupils with special educational needs have a positive attitude to their work. They are keen to make progress, are eager to please and enjoy success. Most are always well behaved and respond well to the encouragement they receive, which helps boost their confidence and enables them to take pride in their achievements.

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

30. Overall, the quality of teaching and learning for pupils in Years 1 to 6 is good. It is very good for children in the nursery and reception classes. There has been considerable improvement in the quality of teaching and learning since the last inspection. During this inspection, seven per cent of lessons were excellent, 37 per cent very good, 41 per cent good and 15 per cent satisfactory. There was no unsatisfactory teaching. Improvements in the quality of teaching have contributed very positively to the higher standards pupils now achieve.

31. Aspects of the very good teaching in the nursery and reception classes are teachers' excellent management of children's behaviour and their organisation of the many adults who support learning in these classes. This means that children settle into school and its routines very quickly and happily, and that they make very good progress throughout. Teachers ensure that because so many children often enter the Nursery class speaking little English, much importance is placed upon developing their language skills through formal literacy lessons and their other activities. Teachers and support staff constantly question children, encouraging them to reply in phrases and sentences. This contributes significantly to their good language development in the first two years in the school. Staff use resources imaginatively, for example, puppets in a literacy lesson, to help pupils' understanding of letter sounds and to hold their interest. All adults who work with these children constantly encourage them to work at a good pace, to make their own choices and to reflect upon what they learn. As a result, children make very good progress in all areas of their learning.

32. For Years 1 and 2, the quality of teaching is good overall, and is consistently good or better Year 2. Teachers promote above average standards in mathematics, including numeracy, through high expectations, thorough planning and the creative use of resources. Many of these strengths were evident in a Year 2 mathematics lesson about pairs of numbers, which add to 20. Because the teacher constantly praised pupils' efforts, explained very clearly what they were expected to do and skilfully anticipated their difficulties, all pupils worked very positively at a very good pace to reinforce their knowledge of addition and subtraction facts to 20.

33. In the last inspection report, much of the unsatisfactory teaching was in Years 3 and 4. The quality of teaching in these classes has now improved and is good overall. For Years 5 and 6, the quality of teaching is very good. Examples of excellent teaching in science, literacy and information and communication technology were evident in these classes. Teaching of this quality contributes significantly to the high standards pupils attain in science and to the improvements in standards the school has made in English and information and communication technology over the last two years.

34. Throughout the school, teachers use careful assessment of pupils' progress, to set challenging work to help pupils improve and to make good progress. Pupils respond to this very positively and strive to improve their attainment. The quality of display, in and out of the classroom, has an evident impact upon pupils' interest and motivation in many subjects. For example, pupils used very attractive displays about Macbeth and David Copperfield to talk confidently and knowledgeably about the plot and the characters they had studied in literacy lessons.

35. Because the quality of relationships between pupils and adults is so good, pupils are encouraged to attempt work which initially they might think would be too difficult for them. This was

evident in a Year 2 physical education lesson, in which several lower attaining pupils rose to the challenge of climbing 'that bit higher', or maintaining their balance for longer than before.

36. Teachers are very sensitive to the different faiths, cultures and backgrounds represented by the pupils. They help pupils to respect and celebrate these differences through their teaching in music, design and technology, dance, literacy and numeracy. As a result, pupils' curriculum is enriched and their social, moral and cultural development is fostered very well.

37. The teaching of the National Literacy and Numeracy Strategies is good. As a result, standards have improved very well in mathematics. Whilst the teaching of literacy has contributed well to the improvement in pupils' results in national tests, in many classes teachers do not encourage pupils' speaking skills sufficiently. Because pupils have too few opportunities to respond to questions at length, or to act out scenes from plays and books they read, their language development does not keep pace with the rest of their learning. Teachers integrate numeracy satisfactorily into other subjects such as design and technology, science, history and geography.

38. The quality of teaching and learning for pupils with English as an additional language is good. Their teachers make every effort to ensure that language is not a barrier to their learning. For example, they identify the language needs in teaching each new topic. They also use well displays of high quality to help pupils understand all new words and ideas. Very good liaison between the class teachers and the specialist language support team makes a big contribution to the good progress of pupils with English as an additional language. For example, support staff plan jointly with class teachers but also develop additional language planning to meet these pupils' needs in particular lessons. Bilingual support staff give very effective help to pupils at the early stages of learning English as an additional language. They work flexibly with pupils of all ages, often switching between English and pupils' first language.

39. The quality of teaching and learning is very good in science and good in English, mathematics, design and technology, information and communication technology and music. It is satisfactory in art and design, geography, history and physical education, but there are some shortcomings in the teaching of art and design for older pupils. Despite good improvements in the quality of teaching in information and communication technology, teachers still do not encourage its use enough in all subjects.

40. The quality of teaching and learning for pupils with special educational needs is good. Individual education plans and other targets, in the setting of which pupils are very involved, in English and mathematics are matched carefully to meet their needs. However, work is not always as well matched to pupils' needs in other subjects in Year 3. Almost all teachers use a wide range of successful strategies to help to motivate and extend pupils' learning. Assessments of pupils' work are made regularly and conscientiously maintained and updated to enable teachers to carefully follow the progress of each pupil.

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

41. Teachers have worked very hard over the past two years to put into place a broad and relevant curriculum that successfully meets the needs of its pupils and fulfils what is required by law. This has resulted in several improvements since the last inspection. Notably teachers have used recently published national guidelines as a basis for planning each subject and these ensure that as pupils move through the school, their learning now builds systematically on the previous year's work. There are other significant strengths in the curriculum, which enable pupils of all backgrounds and abilities to make progress. The national strategies for teaching literacy and numeracy have been very successfully introduced and are contributing to rising standards in English and mathematics. Teachers in the nursery and reception classes provide practical and interesting activities that enable the children to learn through carefully planned work and play.



These are particularly successful in enabling children, including those who come into school with very little English, to develop their speaking skills at a fast rate.

42. Teachers provide a good range of additional activities and experiences such as clubs, visits out of school and visitors into school. These include visits to museums, theatres and places of interest. Pupils' social and cultural development is enhanced well as a result. The contribution of the community to pupils' learning is very good. Visitors from the local faith communities, performing artists and musicians come into lessons and assemblies. Their contributions enrich pupils' learning and broaden their understanding of the world around them and their place in the local community. Teachers organise learning opportunities very well to ensure that all pupils, whatever their different needs and backgrounds, take full part in the life of the school. There is a good programme of work in place for pupils' personal, social and health education, including drugs and sex education and this includes preparation for a smooth transfer to the local secondary schools.

43. Pupils with special educational needs have full access to the school's good quality and range of learning opportunities provided for them. They are well supported either by their class teacher or by a committed assistant, and are mostly given work which is matched to their needs. This helps to ensure that the curriculum is appropriate for them. The school's provision for the large numbers of pupils who use English as an additional language is good. From the early identification of these pupils to the point at which they leave school their needs are well catered for. They are well supported in classrooms by bi-lingual assistants, who work closely with class teachers to ensure that they make good progress. As a result of the good provision many pupils with English as an additional language are amongst the highest achievers in the school. The well directed support they receive is characteristic of the very successful way in which the school fully includes all its pupils in its work.

44. There are some weaknesses in the school's curricular provision, which restrict pupils' achievement. Some aspects of the curriculum for art and design and information and communication technology are not covered as fully as others, and this contributes to the lower standards attained in these subjects in Year 6. The school has no playing field, so there are restrictions on athletics and outdoor games. However, the school works hard to compensate for this by providing additional swimming lessons. The school's provision for the creative arts has shortcomings. There are weaknesses in the allocation of time, which means that pupils do not have regular practice in applying the skills they have learned. With the notable exception of the nursery and reception classes, too few teachers plan sufficient opportunities in all subjects for pupils to practise their speaking skills and to develop their use and understanding of English. In some classes, in mathematics and science, pupils are not given enough time for practical work, and in general pupils do not have enough opportunities to plan aspects of their own work and find things out for themselves.

45. Overall pupils' spiritual, moral, social and cultural development is very good and this is a strength of the school. This represents an improvement on the findings of the last inspection. The school has made a significant improvement in the provision for pupils' cultural development, which is now very good. Because the school continually celebrates the cultural diversity of its pupils through assemblies and in lessons, all members of the school community respect and are knowledgeable about the many faiths and different customs, music, food, dance and theatre enjoyed by those of different backgrounds. The school uses visitors, such as a Zulu dance troupe, local education authority advisory staff and other friends of the school, to provide first hand experience of the rich cultural diversity representative of the community in the town. For instance, in a Year 6 history lesson, a visitor held the pupils spellbound with an account, as part of a unit of work about civil rights leaders, of segregated black Americans in the 1960s.

46. The strong faith background of many pupils enhances their moral awareness. The school reinforces this area of their development well through its rules and by providing opportunities for pupils to discuss moral issues such as prejudice and the protection of the environment.

47. Pupils' social development is good. Recent initiatives, such as appointing prefects and convening a School Council have enhanced pupils' awareness of rights and responsibilities and of democracy in action. Pupils act responsibly and with a good sense of citizenship when ensuring that school rules are followed, and help is available when needed around the school.

48. During assemblies and in lessons, teachers and support staff help to develop pupils' spiritual awareness well. This was well illustrated in an assembly for Years 3 to 6 focusing upon civil rights and the work of Martin Luther King. Pupils reflected seriously upon the strength of character and faith displayed by people struggling to establish their rights. Opportunities in lessons for pupils to reflect on the wonder of nature and scientific phenomena are used sensitively by teachers.

49. The very good provision made for these aspects of the pupils' development makes a significant contribution to the excellent way in which pupils of different faiths, race and background get on together.

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

50. The school has very good procedures for the care of pupils. The governing body and staff contribute to a caring school in which the personal needs of the pupils are successfully met. Pupils with special educational needs and those who use English as an additional language are identified early and are given very good support to help them make progress. They are fully included in the life of the school.

51. Pupils say that all the staff are kind and supportive, that the school has a good atmosphere, and is warm and caring. Pupils feel secure and know they can rely on their teachers. They like and trust the staff and feel they could turn to them when there are problems. Pupils have a strong sense of being valued and included in the school.

52. There are secure child protection procedures. Staff have been kept informed about relevant procedures by the person responsible and the school works closely with the relevant authorities and the educational social worker when there are any concerns. Pupils are carefully supervised at playtime and lunchtime. Two members of staff have had first aid training. Good records are kept of all significant incidents.

53. The premises manager and the health and safety manager have inspected the grounds, the local education authority has undertaken general inspections, and there have been fire safety checks. However, the governors and staff have not developed their own system of regularly assessing risks. Fire extinguishers, portable electrical appliances and physical education equipment are regularly inspected. The school is addressing a number of minor issues that became apparent during this inspection.

54. Class rules are prominently displayed and well understood - the class helps to compile them. Any serious behaviour incidents, should they occur, are logged by the lunchtime supervisors and the headteacher. The behaviour of the few pupils who have been excluded is carefully monitored and parents are consulted sensitively. Detailed information is kept on record, from the earliest stages of concern, including notes on all conversations with outside agencies and parents.

55. Pupils' personal, social and emotional development is fostered throughout the curriculum with elements of personal, social, health and citizenship covered in the religious education and science syllabi. There are other opportunities for pupils to discuss feelings, attitudes and behaviour with each other. Visitors such as police and fire officers and health experts help to inform and educate. The scheme of rewards and sanctions is well understood by pupils and this helps them learn of the impact of their actions on others.

56. Procedures for monitoring and improving attendance are satisfactory. The school monitors attendance well and works closely with the educational social worker, who visits every fortnight. Registers conform to legal requirements. Pupils and their families are fully aware of the importance of good attendance and the parents usually inform the school about the reasons for absences. Pupils who have missed school for a while are supported when they return. However, special weeks have drawn attention to the importance of good attendance and certificates are awarded. These have helped to achieve the improving figures. More needs to be done to improve punctuality at the start of morning sessions: the school gives some rewards for punctuality but does not keep a 'late book' to record the names of latecomers.

57. Pupils with special educational needs are well cared for. Teachers consistently assess and carefully monitor the progress pupils are making towards achieving their targets. Regular reviews of pupils' progress help to ensure that work is suited to their needs. External agencies are involved when required to help meet their specific needs. The school has worked hard and effectively to strengthen links with families of pupils who use English as an additional language in order to further support their involvement in their children's learning.

58. The monitoring of pupils' academic progress in reading, writing, mathematics and science is good and has improved substantially since the last inspection. Teachers carry out assessments regularly and set targets for pupils for the coming year. Their progress towards these is monitored carefully and additional help is provided, for example through extra classes, where it is considered necessary. Groups within the class are formed so that pupils can work on tasks at their own level and so that help from classroom assistants can be focused on the pupils who need it most. Teachers make good use of information gained from national tests to identify areas where pupils' attainment needs to improve. Systems to assess what pupils have learnt have been introduced in most other subjects and teachers gather useful information from them, which helps them write the end-of-year reports to parents.

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

59. Parents have very positive views of the school. Information from the parents' questionnaires and the comments made at the parents' meeting held before the inspection were very supportive. Almost all parents report that the school works closely with them and keeps them well informed. All parents answering the pre-inspection questionnaire feel comfortable about approaching the school with problems, and all parents spoken with during the inspection said that staff are very willing to listen to their concerns. Parents made it quite clear that communications with the school had improved significantly over the last two years. They feel that it is now an open and welcoming school. Parent governors confirmed this view and they themselves feel a close involvement.

60. At the end of the school year, parents discuss reports on their children's academic progress. These reports are detailed and evaluative and include targets for pupils to aim for. There are regular newsletters. They are bright and informative and take into account the wide range of parents' interests. For example, they publicise courses for parents and arrangements during Ramadan. Key documents are available in several languages.

61. The effectiveness of the school's links with parents is satisfactory. Parents who wish are visited at home before their children start at the school, where necessary with a member of staff who is bilingual. Parents are welcomed into the nursery to help their children settle down, and they are able to stay on if they wish. A growing number of parents come to special celebration assemblies but, although numbers are increasing, only a few parents come in to school to be with their children or to help. The annual meeting with governors is not well attended. Only a few parents attended a meeting on the teaching of sex education. Parents have been consulted through referendums on uniform and on the question of Halal. These have helped to foster a feeling of involvement amongst parents.

62. There is no parents' association, but through their involvement in local initiatives parents have participated in educational activities in the school. A small group of parents come in regularly to help make resources for lessons, whilst learning how they might best help their children's learning. In co-operation with the local technology college about a dozen parents are embarking on an information technology course. They are given bilingual language support by the school whilst a lecturer from the college teaches. The school provides support staff and space, an initiative which not only supports adult learning but also benefits the children of these parents. Parents involved in training are very enthusiastic and this is encouraging a closer working relationship between the school and the home.

63. Parents support their children by ensuring their high level of attendance, but not all ensure that their children arrive at school on time. Parents are given opportunities to be involved in their children's learning at home, for example, with their homework and hearing them read. This has a positive impact on pupils' confidence when reading. Also parents of younger pupils are encouraged to record comments when their children read to them.

64. Parents are informed and involved at an early stage of the process of identifying pupils with special educational needs. Communication with them is usually good. Links between home and school are regular and constructive, ensuring that pupils receive good support and make good progress.

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

65. The headteacher and key staff provide excellent leadership and this contributes significantly to the very good improvements in standards the school has made over the last two years. This represents a good improvement since the last inspection. Since her appointment two years ago, the headteacher has made a very significant impact in ensuring that all who work in the school now have very high expectations and in the effectiveness of the work of the deputy headteacher.

66. The headteacher and the deputy headteacher inspire staff through strong but sensitive leadership. As a result all members of staff work with a keen purpose and are fully committed to improving standards.

67. Members of staff with managerial responsibilities have detailed guidance about their roles and many are very effective in implementing strategies to identify strengths and weaknesses in pupils' attainment and achievement. When weaknesses are identified, for example, in pupils' ability to understand more complex texts in English, they become priorities for development in the school's improvement plan and action identified to raise pupils' standards.

68. The headteacher and other members of the senior management team rigorously monitor the quality of teaching and learning. As a result, the quality of teaching has improved significantly since the last inspection and pupils now learn much more effectively. Because the school closely analyses its strengths and weaknesses, it is able to set realistic and challenging targets for improvement in national tests. As part of the strategy to meet these, extra classes are offered to pupils in Year 6 who are identified as needing more support in English, mathematics and science. Evidence indicates that these are very successful in helping these pupils attain average standards.

69. The governors fulfil their roles satisfactorily and their knowledge of the strengths and weaknesses of the school has improved considerably since the last inspection. The chair of governors is keenly involved in the life of the school and those governors with special responsibilities for literacy, numeracy and special educational needs oversee the school's provision diligently. However, governors do not have a timetable for regular visits to the school nor are individual governors linked with subject managers or Year groups, which might increase their awareness of the day-to-day issues and organisation of the school.

70. The school's finances are prudently managed. In recent years the number of pupils on roll

has declined. This has required governors to budget carefully in order to retain staff and to maintain single age classes, something parents felt very strongly about. As a result of governors recruiting good teachers and maintaining existing provision, standards have risen and the numbers of pupils enrolling at the school has increased. Arrangements for monitoring spending are rigorous and ensure that best value for money is obtained when goods and services are purchased.

71. Issues relating to special educational needs are well managed. The special educational needs register is conscientiously maintained and updated and the special educational needs manager has regular consultation with class teachers. Support staff have clear roles and responsibilities, work well together and are highly valued. They provide good support for pupils with special educational needs.

72. The leadership and management of provision for pupils with English as an additional language are very good. The school makes very effective use of available funding to ensure that language is no barrier to these pupils' learning. For example, careful use of funding allows the school to employ an additional bilingual support worker. The school liaises closely with the local education authority to tap into all available support and guidance. This link also allows the school to target support flexibly to meet pupils' changing individual needs. The school is well-staffed to support the learning of pupils with English as an additional language.

73. The school has sufficient, suitably qualified teachers and support staff to match the demands of the curriculum fully and effectively at all stages of pupils' school career. There are several experienced and well-qualified members of staff and many of the teachers have been at the school for several years. Teachers who have come to the school recently have all had considerable experience elsewhere and the school has benefited from their skills and experience. The arrangements for settling new teachers in to the school ensure that they are well briefed and supported. The school's programme for staff development is appropriately linked to priorities for development. Managerial decisions about the deployment of staff in key areas of the school have resulted in more focused teaching and very good improvement in the school's performance in national tests, both in Year 2 and in Year 6. In the last two years a new staffing structure has been successfully implemented, including a restructured senior management team and the creation of subject managers. Exchanges with a nearby Beacon school have further contributed to staff experience. Support staff are fully integrated into the classroom and are well trained.

74. Overall, accommodation is satisfactory. The school is bright and well decorated and furnished. There are attractive displays, which add a great deal to the pleasant and stimulating environment. The listed building has been sensitively and well maintained. It is suited to the teaching of the full curriculum apart from some aspects relating to the physical development of pupils. Although classrooms are of sufficient size for the numbers of pupils currently being catered for, there are no outdoor covered areas and no grassed areas. The school has secured a grant and plans to develop the grounds in the near future. The buildings and grounds are very well cared for by the site-staff. Because of the design of this building, it is not accessible to wheelchair users, although there are facilities on the ground floor.

75. Overall, the quality and quantity of resources for learning are satisfactory. There is ample gymnastic equipment, but a shortage of throwing equipment. There is a good range of artefacts about world faiths, but the range of books about religions is only satisfactory. Mathematics resources are good. Resources for history, geography and design technology are adequate. Library resources are good within an attractive setting. The school is aware that resources for art and design are generally insufficient and that this deficiency contributes to the below average standards attained by pupils in Years 3 to 6. The information and communication technology suite is well resourced. There is, however, a need for more software to support the teaching of aspects of the information and communication technology curriculum.

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

### **(i) Improve standards in English by:**

- Providing more opportunities for pupils to use speaking and drama in order to develop their language skills.
- Ensuring that pupils apply their handwriting skills consistently to all their work.

(Paragraphs 1, 2, 8, 10-14, 38, 45, 92-94, 97-103, 105, 109-111)

### **(ii) Improve standards in information and communication technology by:**

- Giving pupils more practice in controlling models and monitoring changes in their science lessons.
- Encouraging pupils to use information and communication technology more fully to support their work in all subjects.

(Paragraphs 4, 16, 39, 44, 116, 120, 139, 150, 152, 155-156, 159)

### **(iii) Ensure that provision in art and design is sufficient by:**

- Reviewing the allocation of time for art and design throughout the school.
- Providing teachers with more training to enhance their expertise and confidence.
- Improving the quality and quantity of resources.

(Paragraphs 18, 127-128, 130-131)

### **(iv) Provide pupils with more opportunities to work independently and to use their investigative skills more widely.**

(Paragraphs 14-15, 44)

### **In order to raise standards still further the following minor issue should be considered by the school:**

- Too many pupils are late arriving at school in the morning, which causes some disruption to the start of the day. The school should be more vigilant in ensuring that pupils arrive on time.

(Paragraphs 23, 28, 56)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	93

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	20	22	8	0	0	0
Percentage	7	37	41	15	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	207
Number of full-time pupils known to be eligible for free school meals		64

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		34

English as an additional language	No of pupils
Number of pupils with English as an additional language	160

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	6.1
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	12	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	11	11	11
	Total	19	20	20
Percentage of pupils at NC level 2 or above	School	83 ( 76 )	87 ( 72 )	87 ( 80 )
	National	84 ( 83 )	86 ( 84 )	91 ( 90 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	6
	Girls	11	11	11
	Total	19	20	17
Percentage of pupils at NC level 2 or above	School	83 (80)	87 ( 88 )	74 ( 80 )
	National	85 (84)	89 ( 88 )	89 ( 88 )

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	8	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	15	20
Percentage of pupils at NC level 4 or above	School	65 (56)	75 (78)	100 ( 78 )
	National	75 ( 75 )	71 ( 72 )	87 ( 85 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	14	14
Percentage of pupils at NC level 4 or above	School	60 (59)	70 ( 81 )	70 ( 74 )
	National	72 ( 70 )	74 ( 72 )	82 ( 79 )

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



\* Reporting requirements mean that where the total number of boys and girls is less than 20, their performance is not identified separately.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	1
Black – other	1
Indian	14
Pakistani	134
Bangladeshi	0
Chinese	6
White	16
Any other minority ethnic group	26

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

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

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	4	0
Bangladeshi	0	0
Chinese	0	0
White	6	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)	9
Number of pupils per qualified teacher	23
Average class size	26

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

Total number of education support staff	10
Total aggregate hours worked per week	142

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	23

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000-2001
	£
Total income	437912
Total expenditure	424113
Expenditure per pupil	1877
Balance brought forward from previous year	16822
Balance carried forward to next year	30621

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	2

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

Number of questionnaires sent out	208
Number of questionnaires returned	73
Percentage return rate	35

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	26	0	0	1
My child is making good progress in school.	54	42	4	0	0
Behaviour in the school is good.	51	39	7	1	1
My child gets the right amount of work to do at home.	46	36	11	3	4
The teaching is good.	58	38	1	0	3
I am kept well informed about how my child is getting on.	61	32	3	1	3
I would feel comfortable about approaching the school with questions or a problem.	64	30	4	1	0
The school expects my child to work hard and achieve his or her best.	60	33	4	0	3
The school works closely with parents.	51	41	4	0	4
The school is well led and managed.	49	42	4	0	4
The school is helping my child become mature and responsible.	44	41	8	1	5
The school provides an interesting range of activities outside lessons.	39	31	18	1	10

## **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**

77. Children enter the Early Years unit at the age of three in September and January. At the time of the inspection 45 nursery age children attended the unit part-time and 29, mostly four-year-olds, attend full-time in the reception class. When children start in the nursery their experiences and knowledge vary widely, but on the whole their attainment is well below what is typical for their age in the areas of learning covered by the foundation stage, particularly in their language and communication skills. The proportion of pupils for whom English is an additional language is very high.

78. The quality of teaching is very good. This is an improvement on the findings of the previous inspection. The work of teachers and nursery nurses, and of those teachers and support staff who provide additional help for children whose home language is not English, is an important feature of very good provision overall. Management of the unit is very good. Excellent use is made of the time available, resources and of the support staff in order to enhance children's learning. The Early Years manager and her colleagues have worked very hard to plan the curriculum and organise a rich variety of learning experiences and they work very well as a team. This is reflected in the progress made from a low base, by children, by the end of the reception year. Most children are below what is typical of their age in communication, language and literacy skills. However, they are generally well on the way to achieving the targets for their age, the early learning goals, in personal, social and emotional development, mathematical, physical and creative development and in their knowledge and understanding of the world. Whatever their age and background children in the foundation stage of their education, including those with special educational needs, have equal opportunities to make very good progress.

79. The staff know and understand the early learning goals very well. They assess children's progress very carefully and plan a very well balanced curriculum to identify starting points and to develop children's language skills. The unit generally provides a rich environment in which children are given every opportunity to pursue an interest in learning new things. However, staff are aware of the need to make parts of the unit, such as the writing area and role-play areas, more stimulating in order to encourage children to further develop their writing and language skills.

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

80. Provision for the personal, social and emotional development of the children is a strength of the school and features prominently in all planned activities. Teachers and support staff provide a very warm, welcoming and secure environment and know the children very well. Early contact is made during home visits before children come to school. The staff keep close contact with parents. Children are encouraged to extend their work in school and increase their independence by performing tasks at home such as putting on their socks quickly. When they first come to school many children are not used to living and working with large groups of other children. Teachers and support staff are patient and understanding and their management of the children is excellent. They explain instructions carefully and clearly so that children know what is expected of them and can quickly settle into the routines of the unit and begin to develop very good relationships with adults and other children. They are encouraged to work together, help each other and share equipment. For example, the staff carefully explained to children in the nursery that toys are to be shared, and older children volunteered the suggestion that a birthday cake should be shared around the group.

81. There is usually a calm working atmosphere and the younger children learn to sit and listen

to stories because staff present them in lively and interesting ways, and bilingual staff alternate story reading in their home language. As they grow older, children's levels of concentration increase. For example, reception children became engrossed in the production of finger puppets and took time to practise their writing. This was because materials and equipment were very well organised and readily at hand and staff monitored their activities and intervened skilfully in order to help to extend their skills and sustain their interest. Staff carefully explain their high expectations to the children and monitor their behaviour carefully when they are working independently. This results in very good behaviour and social development, and has a continuing impact on the very good behaviour and positive attitudes to learning throughout the school.

82. Because relationships are very good and children are encouraged to become independent, their confidence and self-esteem increase. The staff provide a wide variety of well-planned activities and younger children soon learn to make choices about the areas they wish to work in and play sensibly alongside each other. Older children are confident to talk in front of the group about their paintings and models even if their language is limited. Teachers have high expectations of children's skills and attitudes. For example, children in the reception class were challenged to comment on photographs, in pairs, and report back to the whole group repeating what their partner had said. This enhanced their language skills and emphasised working together. Most children learn to sit with others for their snack and help to clear up enthusiastically at the end of the session.

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

83. Although most children do not reach the expected levels in communication, language and literacy they make good progress from a very low base. Teachers and support staff have a very good understanding of how to develop these skills. They promote the development of language in everything they do. For example, staff use words such as 'floating' and 'sinking' when children are playing in the water tray. Older children learn words associated with the smoothness of the floor and the size of their steps during work on movement. Children enjoy a range of stories and rhymes and these are well linked with other activities. During the inspection, for example, the story of "The Gingerbread Man" featured in such activities as painting, clay work and baking. Teachers constantly encourage children to speak and provide models for speech. Wherever necessary the home language is used to promote language development. Older children confidently retell stories and remember rhymes, whilst some younger children listen carefully to tapes in English and where appropriate in Punjabi. Children have numerous opportunities to develop their speaking and listening skills. Younger children begin to talk about their paintings and to know the names of colours. Some older children use quite complex sentences. For example, a child explained, "I am doing the ironing and she is tidying because it's so messy." However, few use as wide a range of vocabulary as most children of their age might, and several use only single words and phrases accompanied by gestures.

84. The teaching of reading and writing is very thorough. Children are encouraged to look at and read books. Staff ensure that children enjoy a wide range of stories. Books are readily accessible and words and phrases accompany displays and directions. Most children know how to handle books and begin to predict words and phrases from their favourite stories. Children learn to discriminate between letters and sounds and some higher attaining children, for example, know initial and final sounds and begin to read a range of common words and simple sentences. Teachers write for the whole class in order to demonstrate how writing works. Although children are given many opportunities to put this into practice, by the time they are five only the higher attaining children begin to write short simple sentences without help. The average attaining children copy what the teachers write and begin to write individual letters and the lower attaining children make marks and trace around letters.

### **Mathematical development**

85. Overall provision and teaching for mathematical development are very good. Staff ensure a wide range of carefully planned opportunities each day. A strength of the teaching is that it is based

on practical activities to promote and extend children's vocabulary and understanding. For example, children are encouraged to count the number of buns to go into a baking tin. They use cubes as units of measurement to discover whose teddy bear is the tallest. Children in the nursery begin to understand shape and position when they use building blocks to make a wall. Older children are helped to use a tally sheet to record the accuracy of their throwing skills. Staff ensure that older children are arranged for some of the time in groups according to their ability so that work is directed at their level of understanding. This enabled, for example, a higher achieving, older child to count to 100 and to count in 2s to 10. Because teachers have very good subject knowledge and take every opportunity to include mathematical ideas and language most children achieve well and are likely to reach the expected levels by the time they leave the reception class.

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

86. Teachers plan a very wide range of opportunities to extend the children's knowledge and understanding of the world. For some children their initial knowledge and understanding are quite limited. For example, even some of the older children had little idea of what a pinecone is, although they knew about 'conkers' from a previous visit. Staff take children on visits to such places as the local park, shops and a Sikh temple. This gives children an understanding of the wider world and helps them to recognise that some people have specific roles. Children were very excited about the prospect of baking buns. The teacher continually talked to the children about ingredients and used words such as 'mixing' and 'heating'. The older children began to understand that materials change when some things are added. Younger ones realised that some things can be joined together. Nursery children begin to understand that things happen in sequence. Older children's understanding of the past is enhanced when the teacher talks to them about photographs from the harvest festival. They compare bulbs they have planted with flowering plants and begin to understand that plants need water to grow. Most children achieve well and are well on the way to reaching the levels expected when they leave the reception class.

### **Physical Development**

87. Teachers make very good use of the limited outdoor space to provide regular opportunities for children to engage in robust play. Younger children are initially more hesitant in their control and balance when moving on the large blocks but, because staff monitor their progress carefully and intervene to suggest how they might improve, they rapidly increase in confidence and co-ordination. Most children enjoy games that involve running and become skilful at balancing. They show increasing control and balance when negotiating push chairs and simple stilts around the area and take good care to avoid others.

88. Children's ability to handle small tools such as pencils, brushes and clay tools is generally not as well developed as their ability to use larger tools. They make good progress because staff are very well organised and advise children how to improve. This is why, for example, younger children developed finer skills when making gingerbread men from dough. They make well-finished models and puppets using sticking and cutting skills. Children are encouraged to participate enthusiastically and with control in physical activities and to sustain their concentration in a wide range of activities every day. As a result, most are in line to achieve the levels expected for their age when they move into Year 1.

### **Creative development**

89. Children have very good opportunities to undertake art and design work and to make music. They have good control over paint and media, because staff make sure that materials and equipment are readily available to them so that they improve their skills. For example, children paint using flat surfaces and easels, and use a range of tools to shape clay. Staff are well organised so that they discuss with children how they might improve their skills and their language. For example, nursery children sustained their concentration and talked excitedly about exploring shape and pattern when paint was applied to wet paper. Older children produced detailed sketches and

collages of hyacinths.

90. Children in the nursery join in favourite songs and rhymes and learn to clap in time to music. Older children begin to understand words such as 'crescendo' and 'diminuendo' and clap rhythms quickly and slowly. The teacher uses her very good subject knowledge to explain how they might improve their skills when they use untuned percussion instruments to represent thunder and lightning to accompany the song, "I hear thunder". Most children are well on their way to achieving the early learning goals in creative development.

## **ENGLISH**

91. Standards in Year 6 have been rising gradually for the last four years. However, they are still lower than in most primary schools. They are similar to those found at the last inspection. Standards in both reading and writing are improving. This is mainly because of better teaching, particularly in Years 5 and 6, and the high quality of support for pupils with English as an additional language, who represent the great majority of pupils in the school.

92. Standards in reading and writing at the end of Year 2 are as expected for pupils' ages. This has been a good improvement since the last inspection, when standards in both were lower than in most primary schools. Standards in speaking are lower than in most primary schools at the end of Year 2. This is because, for more than three-quarters of pupils, English is a foreign language when they start school.

93. Pupils' results in last year's national tests at the end of Year 6 showed a small improvement. Standards remained much lower than those in most primary schools. Just half the pupils reached the standards expected for their age and hardly any the level above. However, these pupils made satisfactory progress since taking the Year 2 tests. There were no significant differences between the standards of girls and boys.

94. Pupils in Year 6 have not made the same good progress as other pupils because support and teaching were not as rigorous as they should have been when they were younger. This means that their language development and understanding are not as good as they should be.

95. In Year 2, last year's national test results in both reading and writing were similar to those of most schools. However, they were well above those in similar schools. This was a very good achievement. Nearly all pupils reached the reading and writing standards expected for their age. Over a third reached standards above those expected for their ages in reading. Girls did better than boys in these tests, which reflects the national trend. The school has continued to raise standards in reading and writing over the last four years by improving the quality of teaching and bi-lingual support for pupils with English as an additional language.

96. At the end of the Year 2 speaking standards are lower than in most schools. Pupils in Years 1 and 2 often find it difficult to explain what they think, feel, see and want to ask. They often use a word or two, rather than speaking in sentences. By the age of seven, many pupils do not have enough words to enlarge on simple statements. This is mainly because so many enter the school speaking little English. Lower attaining pupils often lack confidence and do not make themselves clear. Other pupils begin to give reasons for their views, for example, about books. Higher attaining pupils give clear examples, in sentences, from their own experience. Listening is mostly very good, because teachers expect very high standards. They also work hard to make new work interesting, listen carefully to what each pupil says, and speak and read very expressively. Pupils therefore begin to copy teachers' good examples of listening, speech and expression when they read and discuss stories, memories and ideas. Pupils, for whom English is an additional language, who are just beginning to learn English, make good progress because of the high quality of extra support. All pupils make very good progress in speech when it is the main focus. For example, at the end of a Year 2 literacy lesson, the teacher pretended to be the Raja from a story. This stimulated very

thoughtful questions from many pupils. The whole class learned a lot about his character, just by listening.

97. Speaking skills do not improve enough in most classes in Years 3 to 6 and standards remain below those expected for pupils' ages by the end of Year 6. This is because the school does not have a systematic programme of work to build up their speaking and drama skills as they move through the school. Nor do most pupils gain a full understanding of enough words and expressions through individual reading. Skills in debate and discussion are therefore limited. Nearly all pupils follow teachers' detailed instructions and explanations in all their subjects. They show confidence in talking to visitors. For example, Year 6 pupils explained clearly to a visitor all the details of a project they had completed to design and make model shelters. However, in very good lessons, teachers improve pupils' speech and learning at the same time. For example, in an excellent Year 5 literacy lesson, pupils learned rapidly how writers aid readers' understanding. This was because the teacher posed a lot of open-ended questions that pupils enthusiastically answered at some length.

98. Reading standards are as expected for pupils' ages at the end of Year 2. Basic reading skills are now well taught, and pupils make good progress. Nearly all read regularly to grown ups at home. Higher attaining pupils read simple stories with enjoyment and understanding by themselves. Those with special educational needs in language and those at an early stage of learning English often forget words, letter shapes and sounds. Most pupils also use English only at school. Other pupils read aloud accurately but reading often lacks expression. Nearly all pupils know how to use the contents pages to find facts in books. Higher attaining pupils find words in books by using indexes. Other pupils need help to do this. All pupils begin to read back their own writing to check it. Those who know alphabetical order use simple dictionaries to improve their spelling. All pupils are beginning to use reading to learn in other subjects. For example, they often learn through following simple work sheets and computer programmes.

99. Reading standards by the end of the Year 6 are below those expected for pupils' ages. By the end of Year 6, a quarter of pupils are two or more years behind. Because of previous poor learning of basic reading skills in past years, many pupils rely too much on guessing long words, get them wrong and so lose understanding of what they are reading. Pupils also do not understand the meanings of significant numbers of words and expressions. This is a particular problem for pupils for whom English is an additional language. For example, a higher attaining Year 6 pupil did not know the full meaning of "country house", "mahogany" or "in the long run". Most pupils do some reading by themselves for enjoyment both at school and at home each day. The literacy hour and silent reading sessions help teachers give pupils a wide range of reading.

100. The school is very aware of the present need to improve pupils' understanding of what they read. Skilled and experienced specialist language teachers and bilingual staff now enable pupils in Years 3 to 6 to understand new language and ideas. For example, both staff and pupils switched between languages to ensure that pupils with English as an additional language understood the text well, so they could organise ideas into arguments for and against smoking. Teachers also show their classes techniques to find their way into difficult reading. However, these pupils still find it difficult to understand imagery such as Martin Luther King's: "You cannot fight darkness with darkness."

101. Improved teaching of basic reading skills in Years 1 and 2, effective use of the literacy hour and careful assessment of progress are now improving standards for the older pupils in Years 3 to 6. The way in which English work is set for each pupil ensures that books match pupils' abilities, though many pupils find it difficult to pick up suggested rather than stated meanings.

102. Weaknesses in reading skills also delay the development of independent learning and research. Higher attaining pupils read quickly and often widely. They show appropriate levels of understanding when they compare and discuss books, characters and authors. Lower attaining pupils and those with special educational needs in language skills now read simple text accurately but slowly. Pupils' skills in finding information are lower than those found in most schools. For



example, sometimes, lower attaining pupils are not sure how to use catalogues and book numbers. Limited reading skills reduce the rate and amount of most pupils' learning when using computers. At times they do not therefore understand material they discover on the Internet.

103. Writing standards, including punctuation and use of sentences are similar to those in most schools by the end of Year 2. This is because good teaching has improved pupils' progress in learning the sounds and shapes of letters. The high priority the school has given to raising the standard of writing in the last two years has paid off. Higher attaining pupils use both complex and simple sentences well and use joined-up writing, as for example, when describing clearly what it felt like to be the smallest in the class. Some lower attaining pupils and those with special educational needs in language vary letter shapes and sizes too much. As a result, some of their work becomes hard to read and they are unable to read it back to check it. Most other pupils form and join letters and space words carefully in simple sentences. They remember to use capital letters and full stops. Pupils write in the expected range of forms. For example, they write stories, letters, descriptions of animals, labels, lists and notes.

104. In Year 6, standards of neatness, handwriting and layout are now satisfactory, but standards of spelling are not high enough. All pupils shape their letters much more clearly in their handwriting practice books than in their exercise books. Similarly, they do not use in daily writing the spelling skills they have learned for tests. Writing rates are often slow. As a result, standards are lower than those in most schools by the time pupils leave. Most pupils continue to be short of words to express their ideas and to develop mood and description in stories. Pupils too often fall back on spelling words as they hear and say them. However, all pupils are improving the planning, drafting and paragraphing of their writing. Unsatisfactory writing standards also limit the recording of new learning in most subjects.

105. The quality of teaching and learning is now good. During the inspection, the quality varied from satisfactory to outstanding. The standard of teaching in Years 5 and 6 is very good. However, pupils' books and files show that previous shortcomings in the quality of teaching and learning have delayed the development of their literacy skills. As a result, many have got used to standards below their best. The present good quality teaching is now significantly raising expectations and pupils' achievement.

106. In the best lessons, teachers and support staff ensure that pupils do their best all the time. For example, in Year 5 reading, all pupils made excellent progress in understanding the writer's methods. This was because the teacher's enthusiasm and skilled questioning encouraged them to develop their ideas in speaking before writing. All finished their work thoroughly showing the same care with which the teacher had presented it. Because the teacher had planned the work to match each pupil's needs, all pupils made excellent progress.

107. In the good lessons teachers hold pupils' interest from the start. Teachers also use a wide range of resources excitingly. They expect pupils to listen intently all the time. Pupils therefore concentrate well and readily take in new learning. For example, in a Year 1 lesson pupils gained a good understanding of letter sounds and rhymes through the teacher's skilled use of a story and glove puppets. They were keen to be sure that the puppets spoke the words correctly. Clear planning, the sharing of aims, careful preparation and such stimulating resources also improve the quality of learning. Close teamwork between teachers and support staff strengthens the effectiveness of help for pupils with special educational needs and English as an additional language. The good match of tasks to each pupil's needs in most lessons also supports learning. In these good lessons, teachers show good knowledge of both language development and children's books. All teachers develop display of high quality in each topic to help pupils use and learn new key words and ideas.

108. However, pupils' limited use and understanding of language at times slow down learning in mathematics, information and communication technology, and art and design. For example, lack of words limits pupils' ability to discuss and evaluate works of art.

109. Teaching is less effective when learning lacks such interest, challenge and support. This is sometimes because teachers have limited ideas of what pupils are to achieve. For example, teachers' expectations of the quality, rate and amount of pupils' written work in most classes are not always high enough. At times, teachers miss opportunities for pupils to read aloud together, work on a speech or discuss new learning in pairs in the first half of the literacy hour.

110. Leadership and management are now very good. Teachers are determined to speed up the recent improvement in standards. Most expect pupils to reach very high standards. The literacy manager has assessed very accurately which skills pupils most need to develop, and knows how to go about it. However, the school does not yet make the most of opportunities to use and develop pupils' reading and writing skills in other subjects. Assessment arrangements are very good and support the present improvement. Teachers hold detailed information on pupils' standards, and this also appears in the form of clear and challenging individual reading and writing targets in their books. Both pupils and teachers have very good understanding of the requirements of the National Curriculum towards which they are working.

## **MATHEMATICS**

111. Pupils attain good standards in mathematics. In the 2001 national tests pupils in Year 6 attained above average standards and when compared with similar schools they achieved well above average standards. In the tests Year 2 pupils achieved well above average standards and high standards when compared with schools of a similar type. At present pupils in both Year 6 and Year 2 attain above average standards. This represents very good improvement since the last inspection when standards were at or below those expected nationally, particularly in Years 3 to 6.

112. There are several reasons for these significantly improved standards. Teachers have worked very hard over the past two years to put in place the National Numeracy Strategy. This has been introduced very successfully, and as a result, pupils of all abilities, including those with special educational needs, make good progress and achieve well. The standards pupils attain in oral and mental mathematics are consistently above average. As a result of regular practice, most pupils in Year 2 add and subtract numbers to 20 in their heads and explain the different ways in which they arrived at their answers. Pupils in Year 6 carry out similar calculations using numbers with two decimal places. Throughout the school, pupils' oral work and work in their books shows that they have a good understanding of place value. This is taught well in the Year 1 and 2 classes, through practical activities with number squares and lines, cubes and counters. As a result, the majority of pupils in Year 2 accurately count forwards and backwards using two digit numbers and higher attaining pupils confidently extend their work to include three digit numbers. Teachers of older pupils continually reinforce the concept of place value through the clear teaching of rules and good explanations. By the time they reach Year 6, the majority of pupils work confidently in the four rules of number with decimal fractions and have a good understanding of the importance of the decimal point and the value of zero. They handle large numbers competently, solve money problems and use calculators correctly to check their work for themselves.

113. Pupils attain good standards in other aspects of mathematics, as well as number. They study an appropriate programme of work in shape, space, measure and data handling. In Year 2, pupils draw and name simple regular shapes. The majority of pupils in Year 6 draw and measure angles accurately, and understand the steps required to calculate the areas of irregular shapes. An area for further development is that of using and applying mathematics. There is limited evidence in pupils' work that they have regular opportunities to apply their learning to everyday mathematical problems. There are no classroom shops in the Year 1 and 2 classes, for example, where pupils may become familiar with money, through role-play. The work of pupils in Years 3,4,5 and 6 is drawn mainly from textbooks and work-sheets, and although there are links with work in other subjects, such as working out the length of the monarch's reign, in history, and measuring and classifying in science.

114. The quality of teaching and learning is good. There is no unsatisfactory teaching and some is excellent, particularly in Year 2 and Years 5 and 6. This represents a significant improvement since the last inspection when there was some unsatisfactory teaching. A notable strength of the teaching, in all classes, is the way teachers provide for the wide range of needs and abilities within the class. They group pupils who work at a similar rate together and plan suitable work for each group. Pupils with special educational needs work towards the targets on their individual education plans where appropriate, and pupils who have limited understanding of English receive extra help from experienced classroom assistants. This provision ensures that all pupils are fully included in lessons and make good progress with their work.

115. When teaching is consistently very good or excellent, it is because the teachers have a very good knowledge of their subject. They use mathematical language correctly and ensure that pupils understand it. They use a wide range of teaching methods and resources that fully involve pupils in their learning. For example, in an excellent lesson in Year 2, all pupils had number cards so that they could find answers quickly. Pupils were expected to explain their calculations and their thinking processes to the class and help each other to correct answers. In general, teachers have high expectations of pupils. They move the lesson on at a good pace and keep a check on how pupils are working to ensure that time is not wasted, and that pupils understand what they are doing. Where problems occur, teachers quickly identify them and talk to pupils individually to help them overcome them. There are some very good examples of this in Years 5 and 6, where pupils are encouraged to identify for themselves where they would like extra support, or additional work, to help them fully grasp a new concept. On occasions there are some weaknesses in the management of pupils, and also some unclear explanations that leave pupils confused about what is required of them.

116. Teachers do not sufficiently exploit opportunities to encourage pupils to use information and communication technology to support their work. Pupils' attitudes are very positive. They enjoy the good pace of the lessons and purposeful activity. Pupils readily offer answers to questions and take a full part in the mental and oral sessions. They work sensibly at their group tasks for extended periods and are proud when they achieve success. In some classes, however, teachers do not fully exploit pupils' willingness to talk about their work. They often accept one-word answers and do not require pupils to speak in full sentences, missing valuable opportunities to practise their speaking skills and to develop their mathematical vocabulary.

117. A significant factor contributing to the school's success in mathematics is the very effective management and development of the subject since the last inspection. Much time has been given to monitoring teaching and learning, providing training for teachers and classroom assistants, and analysing school results to identify areas where further improvements are needed. Extra classes are offered to those pupils who require additional help, and teachers in Years 5 and 6 work together to ensure that pupils of all abilities achieve as well as they can. The better use of information and communication technology; improvements in ways of recording what pupils have learnt in lessons, in Years 1 and 2, and ensuring that teachers adopt a consistent approach to recording work, marking and feedback to pupils in Years 3, 4, 5 and 6, have all rightly been included in the subject action plan.

## **SCIENCE**

118. In the Year 6 2001 tests pupils attained well above average standards, both nationally and when compared with similar schools. At present pupils in Year 6 attain similar standards to those indicated by last year's test results. Pupils in Year 2 attain above average standards. This is a very good improvement on the standards achieved in the 2001 National Curriculum teacher assessments. The improvement in standards in the present Year 2 compared with those reflected by the 2001 national test results, is because pupils' weaknesses have been identified and teaching addresses them. Overall, the school has improved standards very well since the last inspection.

119. A significant factor in the above average attainment in Years 1 and 2 and the well above average attainment in Years 3, 4, 5 and 6 is the good quality of teaching. The quality of teaching and learning in Year 1 and 2 is good and in Years 3 to 6 is very good overall. Included within the high quality of teaching is the support provided for pupils for whom English is an additional language. Teachers, support teachers and bilingual support assistants ensure that pupils are helped to understand the language relating to scientific ideas.

120. Teachers generally present work in interesting and challenging ways. As a result, pupils sustain their concentration and achieve high standards. For example, in Year 1, in work on physical processes, the teacher made good use of musical instruments to increase children's understanding of various sources and varieties of sound. This was reflected in their classification work and work on tally charts. In a Year 3 lesson about materials, pupils were asked to touch a range of hidden materials and describe what they felt to their peers. This helped their understanding of the properties of materials and engaged their interest. In a very good lesson in Year 5, pupils worked in groups to organise a range of differently sized spheres to produce an accurate model of part of the solar system. The teacher had high expectations of their skills and knowledge and of their ability to work together. This helped their understanding of the comparative size of the sun, moon, earth and planets, and of the ideas of distance and orbit. Teachers do not always sufficiently exploit opportunities to use information and communication technology to support pupils' learning.

121. Most pupils in Years 1 and 2 develop a good understanding of life and living processes. This is because the teachers plan work very carefully and use assessment well. For example, pupils in Year 2 clearly understand the effects of exercise on the human body. By Year 5, pupils confidently classify foods into proteins, fats, sugars and minerals. In Year 6 they understand the relationship between micro-organisms and health. Teachers manage pupils' behaviour very well so that they are eager to learn and sustain concentration. This leads pupils in Year 2 to produce accurate distinctions between humans, animals and living and non-living things. They produce well-labelled sketches and measurements of parts of the body, although the work of lower attaining pupils is less accurate and less well presented.

122. Most pupils build on their experiences in Years 1 and 2 and develop a clear knowledge and understanding of forces and energy by the time they leave the school. One of the reasons for this is the very effective use teachers make of support staff. In Year 1, the support for pupils who use English as an additional language is clear and well planned. For example, in a Year 1 lesson, specific words were clarified for describing sounds and this helped support pupils' language and understanding of predictions and interpretation of data. In Year 5, the bilingual support assistant was seated near to those who might have difficulties in understanding words such as 'planet' and 'orrery'. This enables all pupils to have equal access to the science curriculum and equal opportunity to succeed, which is a significant factor in pupils' high achievement.

123. As they move through the school most children develop a wide knowledge and deep understanding of materials and their properties. This is enhanced because most teachers have a good understanding of how to teach basic skills. In Year 4, many pupils set up investigations into the similarities and differences between solids and liquids, using predictions and reaching clear conclusions. However, the predictions of lower attaining pupils were generally less clear. By the end of Year 6 pupils' understanding of materials is generally much higher than would be expected for their age. This is linked to the rigour and pace of teaching in Years 5 and 6. For example, Year 6 pupils clearly and accurately identify situations in which changes such as evaporation and condensation occur. They have very good knowledge about reversible and irreversible changes and how mixtures can be separated.

124. As they move through the school most pupils develop a clear understanding of the need for a fair test. For example, in the excellent teaching in Year 6, the teacher carefully discussed variables and constants with the class as part of their work on Newtons and force meters. This reinforced their understanding and enabled pupils to confidently compare their measurements.

Most pupils develop a good standard of knowledge and understanding of scientific ideas. For example, in Year 5, most have a very good understanding of the working of the heart and the venous and arterial systems. This is because the teacher has very good subject knowledge and she expects that all will achieve well. However, throughout the upper part of the school, teachers make less provision for independent work or for pupils to decide on suitable methods of enquiry and to select equipment.

125. Pupils' achieve well in science because teachers generally prepare work which is suitable for all abilities. The marking of work is generally very supportive and helps pupils to see their strengths and learn how they might improve. However, this is not consistent throughout the school. In a minority of cases the marking is very brief and largely confined to the correction of spelling and punctuation.

126. The leadership and management of the subject are very good. The planning of lessons and teaching and learning, are monitored and pupils' work is evaluated in order to identify ways of raising standards.

## **ART AND DESIGN**

127. By the end of Year 2, standards match those found in most schools. Progress is at least satisfactory as pupils, including those with special educational needs and those for whom English is an additional language, move through Years 1 and 2. However, satisfactory progress is not maintained as pupils move through Years 3 to 6, and standards are below national levels by the end of Year 6.

128. Progress in Years 3 to 6 is mostly unsatisfactory because the subject has not been a recent priority for development. Pupils do not engage in art activities sufficiently regularly to enable them to build carefully on previous learning. Units of work have not yet been fully agreed to ensure that skills, knowledge and understanding develop systematically and there is a shortage of resources to support learning. Some teachers lack confidence and competence in teaching art, which inhibits pupils' progress. Aspects of the subject, such as, knowledge and understanding of the work of famous artists and working with three-dimensional materials, are under-represented. Sketch-books are insufficiently used to teach and develop pupils' drawing skills. Pupils try out and use a too narrow range of tools, techniques and materials in Years 3 to 6.

129. In some aspects, pupils in Years 1 and 2 exceed national standards. For example, Year 2 pupils use smudging and highlighting very effectively to enhance their drawings of bowls of fruit and vegetables. Pupils create from imagination abstract pictures both by hand and using information and communication technology, and compare the two. They use the work of Jackson Pollock, a modern painter, as a stimulus for their own efforts and experiment with hard and soft pencils to create various effects.

130. Throughout Years 3 to 6, art and design work is evident, but under-represented, which limits progress for pupils. Year 3 pupils complete a variety of tasks to a satisfactory standard. For example, they study patterns and designs and learn that there is repetition of shape, colour, line or order. Following a theatre visit, pupils in Year 4, produced colourful paintings illustrating a Russian fairy-story called "The Quest to find the Firebird". Year 5 pupils showed the movement of figures in a series of pencil sketches. By the end of Year 6, in work linked to religious education, pupils completed large colourful posters, which tell the story of new life. However, pupils rarely compare different methods, ideas and approaches, and have not acquired sufficient knowledge or developed a sufficiently wide range of skills for them to reach national standards.

131. Overall, the quality of teaching is satisfactory. However, some teachers lack confidence in their own ability to teach a wide range of skills and this is linked to the lower standards in Years 3 to 6 and to some unsatisfactory learning. Where the teaching is good, staff use their secure subject

knowledge, confident approach and, a good choice and use of materials, to help pupils achieve a good quality of learning and ensure that their attitudes are positive.

132. Recent changes in leadership and management mean that its quality is now satisfactory. There is a vision to secure the needed improvement, but as yet no action plan with clear priorities for development and realistic time scales for their achievement. However, many of the weaknesses identified at the time of the last inspection remain.

## **DESIGN AND TECHNOLOGY**

133. Standards are as expected for pupils in Year 2 and Year 6. The school has therefore maintained the satisfactory standards found at the time of the last inspection. All pupils gain appropriate experience of investigating products, planning, using tools and materials and finishing and evaluating what they have done. Throughout the school all pupils, including those with special educational needs and those who use English as an additional language, achieve well.

134. The quality of teaching and learning is good. Discussions with pupils and inspection of their finished work confirm this good quality. Lessons range in quality from satisfactory to very good. Good teaching in Years 1 and 2 helps pupils learn the importance of organising tools and equipment. By the end of Year 2, all pupils, including those with special educational needs and those for whom English is an additional language, follow the teachers' directions for projects accurately. For example, Year 1 pupils listened with riveted attention to the teacher's directions for making a model duck move across the water. This was mainly because of her skill in engaging their imaginations with a "mystery box" and the use of thought provoking open-ended questions.

135. Strengths of the teaching in Years 1 and 2 are the careful planning, preparation and introduction of projects and the inclusion of all pupils in aspects of new learning. For example, in a very good lesson on wheeled vehicles, the teacher of a Year 2 class ensured that activities gave all pupils opportunities to speak about what they knew and noticed, and to learn new words to explain how vehicles are made and move. This approach improved all pupils' understanding, but particularly that of those for whom English is an additional language. For example, at the beginning of the lesson only one pupil knew that the "front window" of a vehicle is called the "windscreen". As a result, pupils made very good progress in making labelled observational drawings of side and bottom views of vehicles with axles. The lesson also contributed very well to pupils' learning in both language and geography.

136. In Years 3 to 6 pupils' drawing and designing skills improve well. They show how models will look from different angles and include three-dimensional and cross-section views. The interesting activities planned by teachers motivate pupils and they try hard with their work. For example, Year 5 pupils designed and made, model shelters. Their drawings showed the tools, materials and types of joints they would use. Preparatory work included research into waterproofing, testing the strength of joints and modification of designs.

137. A strength of the teaching for older pupils is the way teachers encourage pupils to understand and describe the importance of each step in the designing and making processes. For example, the teacher in a Year 4 class gave pupils a carefully prepared brief and grids to record each step in making a purse for a friend. When they had finished the purses, pupils made nicely presented books of instructions to explain what they had done. Higher attaining pupils also used persuasive language to make their evaluations interesting. For example, one pupil advertised herself as a "scientific purse maker". Others described their purses as "stylish", "fashionable" and "popular".

138. Throughout the school, teachers encourage pupils to evaluate their work. They talk to each member of their classes individually to ensure that pupils of all abilities and backgrounds closely

follow all the details of design briefs and carry out better making processes. This helps pupils understand areas for improvement in their own work.

139. The quality of leadership and management is satisfactory. A clear policy ensures that teachers work from the latest national guidance to help them plan. This ensures that all classes undertake at least one project a term. The effect of this is a steady rate of learning as pupils work their way through each of these termly projects. There are therefore no significant gaps in Year 6 pupils' knowledge of technology and in their designing skills. However, pupils' making skills would benefit from more work with construction kits, design and control using computers, and the construction of powered wheeled models and vehicles. There are no formal procedures in place for assessing and recording what pupils can do or a portfolio of pupils' work to help teachers record achievements and share ideas. The school acknowledges the need to make more use of information and communication technology in pupils' design work and recent amendments to plans indicate that this will soon happen.

## **GEOGRAPHY**

140. Pupils reach standards which are broadly typical of those found nationally by the end of Years 2 and 6. This is a similar judgement to that made at the time of the last inspection. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress as they move through the school.

141. The quality of teaching and learning is satisfactory. Teachers place suitable emphasis on the development of important skills, such as mapping, to help develop geographical understanding. Most pupils respond well to geography lessons, especially when teachers carefully match interesting work to their abilities and use the local area to help bring the subject alive. The school is now following national guidelines to help ensure that pupils develop their knowledge, skills and understanding as they move through the school.

142. Pupils gradually develop a satisfactory understanding of map work. For example, Year 1 and Year 2 pupils begin to remark upon the features seen on their way to school. Older pupils look at old maps of Huddersfield, identifying differences within the present town. Year 4 pupils using simple "picture maps" complete a key, show evidence of their cultural diversity and consider changes to the local park over recent years. They recognise and name some of the countries, oceans and seas which surround India. Year 5 pupils, in a study of water correctly located some of the world's deserts recognising that they have characteristics, which are both similar and different. By the end of Year 6, many pupils accurately name and locate, on a world map, some of the world's major mountain ranges, and consider the merits of mass tourism. In a rare link with information and communication technology, pupils visit web sites to help them plan an imaginary camping holiday to Chamonix in the French Alps.

143. However, weaknesses exist, some of which were evident at the time of the last inspection, and which slow pupils' progress. Pupils in Year 3 and 5 do too little geography to enable them to build carefully on what they already know. Weaknesses in teaching include instances, of insufficient guidance to help pupils get the best from the resources they are using, insecure subject knowledge and ineffective management of pupils' behaviour in class. Some lessons are too heavily directed by the teacher. This slows the pupils' personal development by preventing them from showing initiative or working independently.

144. The management of the subject is satisfactory overall. The subject has not been a focus for development in recent years. As a result, there are some weaknesses in monitoring and evaluating standards, either through classroom observation or assessment of pupils' work. A good development has been the better use of the school's locality to teach skills and raise pupils' awareness, and to include geographical activities when pupils attend a residential centre. However, the subject lacks a detailed action plan for development and lacks adequate resources to support

learning in some aspects of the subject.

## **HISTORY**

145. Pupils make satisfactory progress as they move through the school and reach standards which are broadly typical of those expected for their age. These are similar to the findings of the last inspection. By the end of Years 2 and 6, pupils' knowledge and understanding of events, people and changes in the past are as well developed as that found nationally. Suitably, enquiry is used as a means of learning history, especially in Year 5, and most other aspects of the subject are appropriately emphasised. The subject is well covered in the school's curriculum, and visits, such as those to Bagshaw Museum and Eden Camp, help to bring the subject alive for pupils.

146. By the end of Year 2, pupils know about the work of Florence Nightingale, and how she cared for wounded soldiers in dreadful conditions during the Crimean War. They know how and where the Great Fire of London began, reasons for its rapid spread, and what happened in its aftermath. By the end of Year 6, pupils have acquired in-depth knowledge and understanding of the life of Anne Frank. They accurately recall details from her short, troubled life, from the recordings in her diary, which provide insight into life under the Nazis in wartime Holland. As a result of learning about Martin Luther King they begin to appreciate how black people were discriminated against, how he tried to improve matters through peaceful protest, and how his life and eventual assassination affected society, especially in the United States.

147. Dates are used well to help develop pupils' understanding of the passage of time. For example, Year 1 pupils study the characteristics of children of different ages to help them develop a sense of chronology. Year 2 pupils correctly place the events of the Great Fire of London in order. By the end of Year 6, pupils have a good knowledge of the key events of the Second World War, which they use imaginatively to compile a brief history of the period between 1939 and 1945.

148. The overall, quality of teaching and learning is satisfactory with good and some very good teaching. In Year 2 and Year 6, the good and better features of teaching include secure subject knowledge, on the part of the teacher, enthusiastic presentation and good choice and use of resources, which help to motivate pupils. Probing questions are used to help develop understanding, and good relationships are established which help pupils learn. Because of these attributes, pupils respond well, often taking pride in their work. There are developing links with other subjects, such as English, geography and information and communication technology. For example, Year 6 pupils used the Internet to obtain information about Anne Frank, and in Year 5 to find out about the Olympic Games. Many vibrant and informative displays enhance pupils' interest and knowledge.

149. The subject is satisfactorily led and managed. Leadership has ensured that the subject has a high profile in the curriculum. However, there is a shortage of historical objects held by the school to support learning. One area of weakness in the curriculum is that insufficient attention is given to the interpretation of historical sources.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

150. Standards remain below those expected by the end of Year 6. At the end of Year 2 standards are as expected for pupils' ages. This is a similar judgement to that made at the time of the last inspection. However, the school now fully meets the requirement in the first key issue at the last inspection to improve provision by developing teachers' expertise, ensuring that each aspect of the National Curriculum programmes of study is taught, and building up resources. The curriculum now meets statutory requirements. Although standards in Year 6 remain below average the school has made good improvement in providing better teaching and resources.



151. Since the last inspection, the school has established an information and communication technology suite, updated and increased the amount and quality of hardware and software, increased teaching time for each class, employed a technician, improved teacher training and expertise and installed a server. As a result, standards are now rising quickly. However, many of these changes are very recent and have not been in place long enough to make up for the shortcomings in older pupils' knowledge and skills.

152. At present, pupils in Years 1 and 2 make good progress because teachers are able to teach the basic skills of using computers to communicate information and control models. As a result, most seven-year-olds use classroom computers unaided once teachers have helped them to get started. Most pupils have satisfactory control of a computer mouse. They enter information slowly but accurately, but keyboard skills are poor. This is mainly because pupils for whom English is an additional language take longer to get to know the alphabet and location of letters. As a result very few pupils locate the letters easily or know how to type capital letters. Pupils have limited experience of computer control, and most are unable to sort, classify and present their findings.

153. Teachers make good use of the projector in the information and communication technology suite to demonstrate new techniques to pupils. This not only speeds the rate at which they learn, because everyone can easily see what is happening, but also increases pupils' enjoyment. Very good teaching in Years 3 to 6 is helping pupils fill the gaps in their learning. They now use menus correctly and understand the use of icons. They have satisfactory word-processing skills but their lack of previous experience means that their use of more advanced packages, using multi-media, is limited. For example, very few pupils know how to enter sounds. However, Year 6 pupils used computers effectively to present research on Anne Frank after their history project. With help they edited and corrected their work, selected and changed fonts and colours, moved text around the page, added graphics and pictures and arranged text in columns.

154. In Year 5, pupils make good progress in graphic modelling. They use a good range of drawing and design tools to generate accurate plans of the computer suite and living rooms. Year 4 pupils use a paint programme effectively to create repeating coloured patterns. The teacher skilfully linked this learning to artwork on Seurat's techniques for applying colour. Year 3 pupils make good progress in developing their word-processing skills. For example, they make well-presented final versions of poems they have written in pairs, and print out instruction booklets about their design and technology work.

155. All pupils now access the Internet to find information but most still need support to find the required site or web page. For example, they easily make mistakes in typing out Internet addresses. Below average reading skills in Year 6 at times limit pupils' understanding of what they find. Pupils use spreadsheets capably and they are learning to enter data. They check and modify entries with increasing confidence. In the upper juniors, their understanding and use of control, sensors and email are weak. This is because of very limited teaching and learning of information and communication technology until recently. Pupils of all abilities in Years 3 to 6 are now very keen to use computers, because they know they are learning well and rapidly. The computer club is well attended.

156. Teachers are well aware of the gaps in pupils' learning. They have already begun to make the changes necessary to ensure that pupils apply the skills of information and communication technology to those they are learning and practising in other subjects. They are in a good position to do this as a result of following the latest national guidance. Pupils now use computers effectively to enhance learning in English, religious education, art and design, design and technology and history. However, teachers are not tapping into its power as a learning tool fully, particularly in mathematics and science, or for researching information in many subjects.

157. The quality of teaching and learning is now good, with very good teaching in Years 5 and 6. As a result all pupils now achieve well. Those with special educational needs and pupils who use English as an additional language are well supported, which enables them to achieve as well as other pupils in the school. During the inspection the quality of teaching and learning varied between

good and excellent. However, most teachers were under-using their classroom computers. All teachers are good at encouraging pupils to learn the computer words they need to know. They often do this by using effective displays of key words and instructions around the classroom computer. Teachers have not had the new computers or software long enough to be familiar with all the programs they need to teach the curriculum. To make sure that they make effective use of these resources, the school has increased the amount and quality of training and support.

158. In the best quality lessons, teachers work quickly and confidently. They make pupils' new learning both demanding and exciting, expecting pupils to take in and use a lot of new information and skills. They back up these high expectations with very effective teamwork with the technician and specialist language teaching team. As a result, pupils of all abilities and backgrounds make rapid strides. For these reasons, Year 5 pupils worked at the level above that expected for their age in an excellent lesson in the information and communication technology suite, on the evaluation and checking of databases. The technician projected from a laptop computer a large view of the screen database and dialogue boxes on the wall, instantly changing these to images to follow the teacher's questions and explanations. To increase and target support more effectively, teachers split their class into two at times. The specialist language teachers ensure that pupils for whom English is an additional language understand the new words and ideas they will need to use.

159. Leadership and management of the subject are very good. The school has vigorously tackled the shortcomings in teaching and learning that were preventing progress two years ago. Recent leadership has provided energy and enthusiasm, which are contributing to rapidly improving standards and updated resources. For example, all pupils now have at least one full lesson a week in the new information and communication technology suite. They all also have individual discs and information and communication technology files. A very good assessment scheme is now in place. This allows teachers to ensure that each pupil is making progress and covering all the planned programmes of work. Teachers and pupils benefit a lot from the expertise of a technician for information and communication technology. He has made a big contribution to the installation of the new equipment and works very closely and effectively with teachers in lessons. The school is now well placed to develop the subject, particularly in its use and further application as a means of promoting learning in all subjects.

## **MUSIC**

160. Standards in music are in line with what would be expected for pupils in Years 2 and 6. This is a similar judgement to that made at the time of the last inspection for Year 2 and an improvement for Year 6.

161. Overall, the quality of teaching and learning is good. The good control and efficient organisation of instruments and recorded music ensured that pupils worked enthusiastically to identify a beat and change of tempo using untuned percussion instruments. The teacher's very good subject knowledge and good use of her voice, in a Year 4 lesson, helped pupils understand the meaning of a song. Her high expectations ensured that pupils listened carefully, sang tunefully and used percussion instruments skilfully to explore patterns in the music. Pupils respond very well and sing and play well. Work is presented in such a very lively and interesting way that all pupils work hard and join in enthusiastically. Scottish traditional music was effectively used in one lesson to demonstrate elements of rhythm so pupils playing untuned percussion instruments reached the standard expected for their age.

162. The leadership and management of the subject are good. This is an improvement on the findings of the last inspection. There is a good understanding of what needs to be done in order to improve standards further. Staff have had training, including visits from a composer, to provide needed extensions of their own knowledge and to increase their confidence. The curricular provision meets statutory requirements. The music curriculum is enriched by visits to performances such as those by Opera North, and the school is regularly involved in the

contemporary music festival in the town. Pupils listen to music from a variety of cultures during assemblies and in lessons, for example, from those of Africa, India and Indonesia. During religious and cultural celebrations pupils experience music associated with Chinese New Year, Divali and Baisakhi. Pupils in Years 3 and 5 have the opportunity to learn to play recorders. Little use is made of information and communication technology, however, to support teaching or learning.

## **PHYSICAL EDUCATION**

163. Standards attained by pupils in Year 6 and in Year 2 match those found in most schools. This is a similar judgement to that made at the time of the last inspection.

164. In Year 6, pupils closely follow the rules of soccer, rugby, netball and tennis to enjoy simple games played in the hall. Higher attaining pupils direct 'reverse passes' accurately, in rugby, and most use 'side-steps' and 'feints' to evade opponents successfully. Many accurately direct a tennis ball into a hoop with a racket and hit the ball across a net with good control. Pupils in Year 2 balance on benches and many land gracefully, when jumping from boxes, using arm and leg movements to enhance their performance. Higher attaining pupils are very agile when they climb frames and all pupils understand how exercise affects their health and fitness. Even though very few pupils have had any experience of swimming until lessons begin in Year 5, around 80 per cent reach the standards expected of them by the time they leave the school. Overall, all pupils, including those with special educational needs and those who use English as an additional language, achieve satisfactorily.

165. Overall, the quality of teaching and learning is satisfactory. In the best lessons, teachers used their good subject knowledge to explain clearly to pupils how to improve their technique and accuracy. This was observed to good effect in a Year 6 tennis lesson and in a Year 5 rugby lesson in which all pupils made good progress as a result of the teachers' encouragement to reach high standards. In a well taught Year 2 gymnastics lesson, the teacher's insistence upon safe working ensured that pupils used space confidently and freely. All teachers make good use of the somewhat restricted space available in the school hall to organise and manage pupils' learning well.

166. Particularly commendable is the way in which all pupils are included in physical activities. Because class teachers plan lessons carefully, they ensure that where pupils have permanent or short-term injuries they work within their limitations and are well supported by other adults in order to achieve the best they can. Boys and girls of different cultural backgrounds make good progress and are equally represented in all attainment groups.

167. Pupils learn well because they listen carefully to teachers' instructions, apply their previous knowledge and skills to help them master new techniques, and try hard to reproduce the good performances demonstrated by fellow pupils. They are sensitive to each other's needs, help one another to take on challenges and are genuinely proud of their own and others' achievements.

168. The subject is well led and managed. As a result of a very relevant action plan the school is clear about the areas for improvement. Because the school hall does not comfortably house classes of more than 30 pupils, and because there is no grassed area within the school grounds, there are restrictions on the breadth of the curriculum offered and the progress that pupils make, particularly in major team games such as football, rugby and cricket. The standards attained by pupils and the quality of the school's accommodation and resources are similar to those reported at the time of the last inspection. Pupils' social and cultural development is enhanced when they play the occasional matches against other schools, their involvement in the local schools' swimming gala and when they participate in outdoor pursuits and team-building games during the annual residential visit in Years 5 and 6. There is little evidence of the use of information and communication technology to support learning.

## **RELIGIOUS EDUCATION**

169. Teachers follow carefully the guidelines laid down by the Locally Agreed syllabus. They plan their lessons thoughtfully to ensure that they achieve a balance between factual teaching about religion and opportunities for pupils to make a personal response to what they have learnt. In Year 2 and Year 6, standards of work are now above those found in most schools. In those lessons observed in Years 1 and 2 the quality of teaching and learning was very good. Pupils, including those with special educational needs and those who use English as an additional language, achieve well. Evidence shows that there has been very good improvement in religious education since the last inspection.

170. The youngest pupils know that religious faith is very important to many people and that different faiths have special stories, people and places associated with them. For example, Year 2 pupils learning about aspects of the Muslim faith know the significance of books, clothes and practices that are features of Muslim life and worship. They understand why the Koran is special and how it is stored when not in use. Year 6 pupils have studied several world faiths. They identify key leaders and writers within those faiths, recall important aspects of the lives of leaders such as Jesus and Guru Nanak and discuss the importance of symbols and special objects within religious belief. A key strength of the school's religious education programme is the importance it places on the need to respect the views and beliefs of others.

171. Year 6 pupils speak with real sensitivity and understanding of the variety of customs, practices and opinions that they may encounter both inside and outside their school and the local community. They recognise the need for tolerance and the importance of celebrating the similarities and differences together. One of the key reasons for this understanding is that teachers plan opportunities within lessons for pupils to share their views and to reflect and respond in a personal way through writing, poetry and art. Evidence from pupils' written work shows that religious education is taught regularly and the quality of the work undertaken in Year 5 is of a particularly high standard. These pupils have opportunities to study a topic, such as the importance of the Bible to Christians, in some detail. Pupils pose their own questions, carry out personal research and use information and communication technology and the Internet to help them with their learning. Less time is given to recording work in religious education in Year 6 than in other year groups.

172. The quality of teaching and learning in Years 1 and 2 is very good. A feature is the specialist knowledge brought to the subject by teachers. They explain clearly, in simple terms, why the objects under discussion are special to a faith and make very good use of objects and pictures to illustrate lessons. Learning of high quality occurs as a result. Pupils listen carefully and with great interest. They readily ask questions and are anxious to find out more. Pupils with a limited understanding of English and those with special educational needs receive very good support from classroom assistants so that they are able to take an active part in lessons.

173. Another very positive feature of the school's provision for the subject is the way in which assemblies are used to reinforce work that has been done in class. For example, a very good assembly on Martin Luther King linked well with Year 6 studies on the civil rights movement. Opportunities are often taken in assemblies to celebrate festivals from different faiths and to use stories from different faiths to underpin the very strong school ethos of racial and cultural harmony, respect and understanding.

174. The subject is well resourced. Money has been spent on the purchase of religious objects, books and posters to support each of the topics studied. Teachers use these well to illustrate their teaching and to encourage pupils to find out information for themselves. They make good use of stories from major world religions as a stimulus for writing and discussion. Teachers manage class discussions well and use them very successfully to foster pupils' listening skills. In lessons, pupils' behaviour is consistently very good. They treat each other with courtesy and listen to the contributions of others carefully. They handle valuable objects gently and treat special books with respect.

175. The subject is very well led and managed. The religious education curriculum reflects the school's aims and values extremely well. The curriculum is enriched with visits to places of significance to a range of faiths, such as local churches, mosques and synagogues, and visitors are invited into school to contribute to lessons and assemblies. Such experiences contribute very well to the pupils' spiritual, moral and cultural development. Teachers rarely use information and communication technology to enhance pupils' learning or research skills.