

INSPECTION REPORT

FARNHAM PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107294

Headteacher: Mr Richard Edwards

Reporting inspector: Jane Randall
1471

Dates of inspection: 3rd – 6th December 2001

Inspection number: 194961

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant & Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Stratford Road

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Appropriate authority: Bradford

Name of chair of governors: Rev Paul Bilton

Date of previous inspection: 28 April 1997

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9002	D Ashton	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?
4926	T R Aspin	Team inspector	Special educational needs Mathematics	How well is the school led and managed?
14732	E Korn	Team inspector	English Physical education	How good are the curricular and other opportunities offered to pupils?
30773	J Whitehead	Team inspector	Science Design and technology Music	
7399	P Roberts	Team inspector	Geography History Religious education	
18116	C Taylor	Team inspector	Information and communication technology Art and design	

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PART A: SUMMARY OF THE REPORT	

INFORMATION ABOUT THE SCHOOL

Farnham Primary School is situated in an inner city area of Victorian houses in Bradford. There is high unemployment but the take-up of free school meals is lower than expected and only 24 per cent of pupils are in receipt of these. The school has 462 pupils including 78 part-time Nursery children. Seventy pupils are on the school's register of special educational needs, including 12 pupils with statements of special educational need (above average) for physical and learning difficulties. Ninety-seven per cent of pupils speak English as an additional language (well above average). Most of these families are of Pakistani origin. Three pupils are traveller/asylum seekers and one other pupil is an asylum seeker. There is a significant movement of pupils. In 2001, 40 were admitted at times other than the usual entry and 31 left. The majority of pupils enter school in Nursery and Reception with prior attainment that is significantly below average. Three and a half full-time equivalent teachers are funded as part of the Ethnic Minorities Achievement Grant and the school has two initiatives, the Family Learning Centre and the Learning Mentor scheme, which is funded by the Excellence in Cities project. Since the previous inspection the school underwent a significant change character when it was reorganised from a school for pupils from Nursery to Year 4 to one where pupils stay until Year 6. The new building is not yet complete and classes are housed in three separate buildings and some pupils share a playground with another school. In the last two years the school has had five headteachers and an acting deputy headteacher. Eleven new teachers arrived and six left. Some teachers transferred from schools for older children and are still coming to terms with teaching in a primary school.

HOW GOOD THE SCHOOL IS

The school is satisfactory overall and is improving. The new headteacher is having a significant effect on the quality of all aspects of the school but particularly on the quality of teaching. Weaknesses are clearly identified and the action being taken to make improvements is very good. His excellent vision and determination to move the school forward means that the school has a good capacity to improve further. He is now supported by a full complement of governors, who although new, are willing to learn. Developments are hindered by the temporary nature of the split site but the school offers satisfactory value for money.

What the school does well

- Attainment in art and design in Years 3-6 is higher than average.
- Provision for children in the Nursery is excellent and very good in the Reception classes.
- The leadership and management and vision of the new headteacher, supported by an able deputy headteacher are very good and excellent provision is made for the school's further development.
- Behaviour is very good and pupils have good attitudes to school.
- Provision for personal and health education is very good and overall provision for spiritual, moral, social and cultural development good.
- The school has good links with parents and effective educational support and guidance for pupils.

What could be improved

- Achievement in English, mathematics, science and design and technology by the end of Year 6.
- The role of subject leaders, particularly in checking attainment, progress and teaching and taking effective action in the light of this.
- The provision for and attainment of pupils speaking English as an additional language in Years 3-6.
- The provision of the full range of experiences for all pupils to which they are entitled and sufficient challenge for those who are higher-attainers.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. Since then it has undergone a significant change in character. Many comparisons and a full judgement on improvement cannot be made. Standards at the end of Year 2 show a small decline in English and mathematics but this reflects the current lower levels of prior attainment on entry. Provision and teaching in the Nursery and Reception classes have improved as has teaching in Years 1-2. The provision for spiritual, moral, social and cultural education is now good. The 'key issues' from the previous report have been met. Standards in design and technology now match those expected nationally by the end of Year 2. There has been a very good development of links with the local community. The governing body meets all legal requirements and the health and safety issues have been dealt with.

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			
	all schools			similar schools
	1998	1999	2001	2001
English	n/a	n/a	E*	E
mathematics	n/a	n/a	E*	E
science	n/a	n/a	E*	E*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very poor	E*

In the national tests for seven-year-olds in 2001, standards of attainment were well below average in reading, writing and mathematics. In comparison with similar schools they were average in writing and mathematics and below average in reading. Most pupils enter school with levels of prior attainment that are significantly below average and most begin learning English at school. Inspection findings are that attainment is below that found nationally in English and mathematics and in science matches national standards. Standards in mental arithmetic are at the expected level. Pupils achieve well in the light of their previous attainment. Results in the national tests for 11-year-olds in 2001 were well below average and in the lowest five per cent nationally in English, mathematics and science. When compared with similar schools they were well below average in all three subjects and in the lowest five per cent in science. Inspection findings are that attainment is well below average in English and mathematics and below average in science. These were the first results for this age group in the school. Although standards are lower than at the end of Year 2, many pupils entered the school in Years 3-6. Some of these pupils had little or no English, all spoke English as an additional language and half the pupils had special educational needs with one pupil having a statement of special educational need. This year group had significant disruptions in their teaching with many changes of teacher. Targets were not met but these were set externally and not based on the school's knowledge of its pupils. Targets for 2002 are even more ambitious. Standards are above those expected nationally in art and design at the age of 11 and below in design and technology. Pupils make very good progress in the Nursery and Reception classes but most are unlikely to reach most of the nationally expected learning goals by the end of the Reception Year. Pupils with English as an additional language make good progress in Years 1-2 and satisfactory progress in Years 3-6 although first stage English learners make good progress. The school is working hard to meet the needs of the asylum seekers and traveller pupils. Pupils with special educational needs make good progress overall due to the general support given by teachers and classroom assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good and are a strength of the school.
Behaviour, in and out of classrooms	Behaviour is very good and this contributes to effective learning.
Personal development and relationships	Personal development and relationships are good and pupils get on well with each other and with adults.
Attendance	Attendance levels are now near to national averages but were below in the previous year. In that year a number of pupils took extended holidays in term-time but this situation is improving.

TEACHING AND LEARNING

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

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

Teaching in English is good in Years 1-2 and satisfactory in Years 3-6. The National Literacy Strategy has been implemented with a good effect on teaching, learning and attainment. Teaching in mathematics is satisfactory for Years 1-2 and 3-6. Good use is being made of external consultants to improve the use of the National Numeracy Strategy. Weaknesses in the teaching in both these subjects occur when teachers do not match work well enough to pupils' individual needs. There are insufficient planned opportunities to develop literacy and numeracy skills in other subjects. There are particular strengths in teaching in Years 1-2 when bilingual assistants work alongside teachers to develop language skills and ensure understanding. The learning needs of all pupils are generally well met in Years 1-2 but in Years 3-6 there is insufficient attention to speaking and listening skills for those pupils beyond the first stage of learning English and understanding in English is not always developed at a deep enough level. Some pupils with special educational needs are withdrawn from class for most of the week and do not get the experience of learning alongside their peers or receive the same curriculum. More able pupils are not clearly identified and challenged enough. Provision is very good for children in the Nursery and Reception classes and they achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is relevant to the understanding and interests of pupils. The curriculum in the Nursery is excellent.
Provision for pupils with special educational needs	This is satisfactory overall but good in the Nursery and Reception classes and good in Years 1-2.
Provision for pupils with English as an additional language	This is satisfactory overall. It is very good for those pupils in the early stages of learning English but there are weaknesses in the provision for pupils beyond this stage, particularly in Years 3-6.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall. It is satisfactory for pupils' spiritual development. Pupils learn to respect others and learn much about the world around them from many visits and visitors.
How well the school cares for its pupils	Good care is taken. Support for pupils is good but, although the school has good procedures in place for checking pupils' learning and progress, these have not yet been implemented in all subjects. The school has a good partnership with parents. It makes every effort to involve parents in school life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the new headteacher are very good. The role of the subject leaders is under-developed in ensuring consistency across the school and in checking the quality of teaching and learning.
How well the governors fulfil their responsibilities	There is now a full complement of governors. All legal responsibilities are met. They are determined to help the school to move forward.
The school's evaluation of its performance	There is a high quality school development plan, based on a clear vision of the school's needs.
The strategic use of resources	Accommodation is just satisfactory but temporary. All resources are used well except that the extra teachers for supporting the needs of pupils with English as an additional language are not clearly focused on this. There is an above average number of teachers, some of whom are still adjusting to teaching in a primary school. The school works hard to get best value for money for its pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents were pleased with most aspects of the school. 	<ul style="list-style-type: none"> No issues were raised.

The inspection team agrees with most of the positive views of parents. Progress is satisfactory in Years 3-6.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the national tests for seven-year-olds in 2001, standards of attainment were well below average in reading, writing and mathematics. In comparison with similar schools they were average in writing and mathematics and below average in reading. Most pupils enter school with skills that are significantly below average and most began learning English as an additional language on entry to school. A significant number of pupils each year do not attend the Nursery. Inspection findings are that attainment in reading, writing and mathematics is below that found nationally and although this represents a small decline since the previous inspection standards reflect the current lower levels of prior attainment on entry. Standards in mental arithmetic are at the expected level and pupils' weaknesses in mathematics are in those aspects where language plays a significant part. Between entering school and the end of Year 2 pupils achieve well in the light of their very low prior attainment.
2. The results of the National Curriculum tests for 11-year-olds in 2001 were well below average and in the lowest five per cent nationally in English, mathematics and science. When compared with similar schools they were well below average in all three subjects and in the lowest five per cent in science. Inspection findings are that attainment is well below average at the age of 11 in English and mathematics and below average in science. This was the first time that the school had a Year 6 group of pupils following the change in the character of the school and a direct comparison with the previous report cannot be made. This group of pupils suffered from major disruptions in teaching in Years 5 and 6, as there were 16 changes of teachers in one and a half terms and five headteachers. The group had five different teachers in their first term in Year 5. Teachers who were transferred to the school from middle schools were unused to teaching the full range of primary subjects. Although standards at the end of Years 3-6 are lower than at the end of Years 1-2 many pupils enter the school after the end of Year 2. In the Year 6 group that took the tests in 2001 23 pupils entered after the end of Year 2. Most of these pupils had low prior attainment, all had English as an additional language and four were new to English. Ten of the 23 pupils were placed on the school's register of special educational needs and one pupil had a statement of special educational need. However, there is no targeted support for pupils speaking English as an additional language in Years 3-6 and in Years 5-6 teachers are not all paying enough attention to ensuring that pupils understand the depth and complexity of English required to succeed at a higher level. The lack of knowledge about pupils' language needs means that work is not always well matched to individual needs and because of this some pupils are not attaining as well as they could be. Some pupils require more time than allowed in tests to read and give answers in English and this accounts for some of the differences between inspection judgements and the results of tests. The school did not meet its targets in English and mathematics for the percentage of pupils achieving the average Level 4 at the age of 11. However, these targets were set externally and were unrealistic in relation to the school's knowledge of its own pupils and what they could do.

3. By the age of seven standards in speaking and listening are well below those expected nationally although progress has been good. Many pupils can give a factual response to a question and higher-attainers can give reasons for their answer. The well-structured programme called 'Talking Partners' is helping some pupils to make good progress. Overall levels of reading are below those expected nationally. All pupils are reading books from a reading scheme and higher-attainers read with expression and understanding and can predict what might happen next. Writing skills are below those found nationally and pupils' achievement in writing is influenced by their levels of knowledge of the English language. By the age of 11 there is a small minority of pupils who have speaking and listening skills that match those expected nationally, mainly because English is their first language. In Years 3-6 spoken language skills do not feature enough in the English provision for pupils to make good progress. At the age of 11 many pupils read with fluency but do not have the underlying understanding beyond the literal meaning of texts. In writing, the few pupils in Year 6 that write above the nationally expected levels are not challenged enough by their work and this limits their achievement. There are too few opportunities for pupils to write independently and at length. Literacy skills are used satisfactorily within other subjects but opportunities for research are insufficient.
4. By the age of seven pupils have a satisfactory grasp of mental arithmetic skills. Difficulties in understanding and using English are a limitation in problem solving. Most pupils have difficulties in working with shape and space and their recall of mathematical words is weak. By the age of 11 those pupils with high attainment have mental skills close to the nationally expected level and some have good skills in performing basic calculations. However, some other specific number skills such as multiplying by numbers more than ten are not secure. There is little evidence in pupils' work of problem solving, investigation or a grasp of pattern in mathematics. There are insufficient planned experiences for mathematics to be developed as part of other subjects or for skills to be used.
5. In science the attainment of seven-year-olds matches that found nationally. They set up simple experiments, understand the meaning of a fair test and talk about their findings. By the age of 11 attainment is below that found nationally but the picture is improving. Pupils are beginning to use scientific language to explain what happens in experiments. They recognise that some changes cannot be reversed and can set up and show a sound understanding of a fair test.
6. Standards in information and communication technology are broadly the same as those found nationally at both seven and 11. Some aspects have yet to be taught later in the year and the loss of all the computers for some time last year due to an incident beyond the control of the school slowed development but the school is working hard to make up this lost ground. Information and communication technology skills are not used enough to support other subjects.
7. In art and design, design and technology, history, music and physical education standards match those found nationally for pupils aged seven and for those aged 11 in music, history and physical education. Standards are below those expected nationally at the age of 11 in design and technology. In art and design pupils achieve at a level higher than that generally found nationally at the age of 11. No judgements were made on standards in geography at the ages of seven or 11 as this subject is not taught in the inspection term and previous work had not been kept.
8. Seven-year-olds made pictures of the 'coat of many colours' from the Biblical story of Joseph and this work was well linked with design and technology when they tested the

best way to join materials to make Joseph's coat. They make interesting comparisons between life in Victorian times and today. They learn a range of songs and know the names of percussion instruments. In dance they interpret music and move in time to the rhythm.

9. By the age of 11 pupils demonstrate good skills in the use of different techniques and media to create pictures of faces. Higher-attainers show a good understanding of perspective. They are aware of similarity and difference between different historical times and contrast the life of the Spartans with that of the Athenians in their study of Ancient Greece. In music they follow notation, recognising rhythm and pulse. They show a good understanding of pitch and dynamics when they combine rap and singing. They memorise and perform a series of movements and sequences in dance and handle a rugby ball satisfactorily in simple team games. Skills in design and technology are not extended enough in Years 5-6 to enable pupils to attain at the nationally expected level although they are satisfactory up to Year 4. Opportunities for evaluation are too limited in Years 3-6.
10. Attainment in religious education meets the requirements of the local agreed syllabus by the age of 11. Insufficient evidence was available to judge standards in Years 1-2, as pupils are not ready to record work at this age. By the age of 11 pupils know of the buildings, ceremonies, festivals and sacred texts of different faiths. They understand the role of faith in people's lives and the nature of prayer.
11. Children enter the Nursery and Reception classes with skills that are significantly below average and most speak little or no English. These children make very good progress although most will not reach the nationally expected learning goals by the end of the Reception year. The very well-planned curriculum in the Nursery and the very good procedures for recording what children have learned are particularly effective in ensuring that these children make an excellent start to learning. They settle well and learn to become independent. They learn English through practical activities and are well supported by bilingual assistants.
12. Pupils with English as an additional language make good progress in Years 1-2 where their needs are met well. In Years 3-6 the needs of pupils in the early stages of learning English are generally met well and they make good progress. However, once past this stage their needs are not as well catered for, as they are in Years 1-2 and progress is satisfactory at best. Not enough attention is paid to establishing key vocabulary for subject learning and to the depth of understanding required and this limits achievement. Some pupils are not attaining as well as they could be because the teachers do not set work that is sufficiently challenging or do not appreciate the difference between pupils with lower attainment and those with English language needs. Pupils who are asylum seekers and travellers are making good progress and the school is making every effort to meet their needs.
13. Pupils with special educational needs make good progress in their lessons overall due to the general support given by teachers and classroom assistants. However, the lack of planning to target identified needs restricts progress in specifically identified areas of learning. Pupils with statements of special educational need, who benefit from additional classroom support, often make very good progress due to the careful intervention of the support assistants and their knowledge of the pupils. Although pupils in the withdrawal class gain in confidence working in a small and secluded group, their specific needs are not always provided for. They are not gaining the social skills they should because of their exclusion from the normal classes in a primary school.

14. The new headteacher is well aware of what needs to be done in order to raise standards. Many very appropriate initiatives feature in the school development planning. His work with teachers to improve their skills and understanding of practice in primary schools is beginning to have an effect on attainment. This high quality of leadership and the general commitment to improve, the more settled levels of staffing, combined with the very good behaviour and good attitudes of pupils mean that the school has a good capacity to raise standards further.

Pupils' attitudes, values and personal development

15. Pupils' attitudes are good and are a strength of the school. A direct comparison with the previous report is not appropriate as the school has changed significantly in character. All groups of pupils show positive attitudes to their work, play and extra-curricular activities. They listen well, show perseverance and are eager to learn. This is a reflection of the quality of most teaching and relationships throughout the school. They have a confident approach to tasks set, for example, in an art lesson where they demonstrated their imaginative skills. Pupils are involved in a wide range of activities and make the most of the opportunities provided. They work well together in different groupings and individually.
16. Standards of behaviour are generally very good. There was one fixed-term exclusion last year and this pupil has now left the school. Pupils are polite, friendly and sometimes boisterous but no oppressive behaviour was observed. They show patience and tolerance in many situations. Older pupils help younger children during breaks and lunchtimes and act as 'buddies'. Pupils respect the teachers and other adults in the school. They are happy to share equipment and to help each other. Relationships are good among pupils and teachers and this helps to create an environment that supports effective learning. In some lessons pupils with behavioural difficulties are not easily identified. Firm behaviour management, well-established classroom routines and stimulating activities help them cope with problems and make progress. In others, where behaviour is generally less good, those with specific difficulties make the same progress as others in the class. No instances of racism or bullying were observed.
17. Personal development is good. Pupils enjoy the opportunities to exercise responsibility. They show enthusiasm and willingness to carry out the duties involved. These duties include library duties, milk monitors and classroom tidying up. They respond well to the system of rewards and certificates for achievement in academic, sporting and behaviour and social areas. The wide range of provision for taking on additional responsibilities prepares pupils for mature citizenship. Pupils show respect for the feelings and beliefs of others and this is evident, for example, in religious education lessons.
18. Pupils with special educational needs show a willingness to learn. They respond and behave well in lessons. For many the targets for improvement relate to aspects of personal development including behaviour. With very effective support from staff they increase their confidence and self-esteem and ability to contribute significantly in lessons.
19. Attendance levels are now satisfactory and are near to national averages but authorised and unauthorised absences were higher than average in the previous year, due in part to a significant number of pupils taking extended holidays in term-time. This situation is improving. Pupils enjoy coming to school although they are not always punctual in a minority of cases. The attendance of traveller and asylum seekers is improving with support.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is satisfactory overall. It is very good in the Foundation Stage (Nursery and Reception classes) where nine out of ten lessons were good or better and more than half were very good or excellent. For Years 1-2 teaching is good and seven out of ten lessons were good or better. This is an improvement since the previous inspection. In Years 3-6 teaching is satisfactory. Although about seven out of ten lessons were good or better some of the highest graded lessons were taken by visiting specialists.
21. Teaching in English and mathematics is satisfactory. One lesson was graded unsatisfactory and weaknesses in this lesson related to an unsatisfactory use of time with insufficient interaction with pupils as they worked to support their learning. The National Literacy Strategy was not well implemented. Some teachers in Years 3-6 are still adjusting to teaching in a primary school after reorganisation meant they changed school. They are only just becoming confident in teaching more than one subject and the school is managing this situation by a temporary system of specialist teaching while teachers upgrade their skills, particularly in the teaching of literacy and numeracy. Teachers in Years 3-6 are less skilled than those in Years 1-2 at managing to set work to support and challenge pupils with different prior attainment or with special educational needs in one class. A strength of the teaching in Years 1-2 is the use of bilingual assistants and sometimes the teachers themselves use pupils' mother tongue to explain or reinforce learning. An excellent example of this was demonstrated in Year 1 when the teacher and a very effective assistant worked together in a mathematics lesson to ensure that pupils understood the required work by questioning and reflecting back pupils' answers in Punjabi and in English. The practical work was also written in mathematical form by the teaching assistant. Learning and understanding was increased greatly because of this co-operation and varied approach. In Years 3-6 insufficient attention is given to ensuring that pupils understand the key vocabulary for the lesson. Short answers are accepted from pupils and the full sentence is not mirrored back to the pupils as in Years 1-2 where it is done with great sensitivity. Although this is done well in some lessons it is not consistent practice across all lessons.
22. In the Nursery and Reception classes there is an appropriate balance between tasks that are carefully guided by an adult and those that the children choose for themselves where they imagine, experiment and explore. The needs of all pupils are met very well and they achieve well in relation to their prior attainment. Overall, teachers and other staff have a very good understanding of the learning needs of young children and provision is particularly good in the Nursery. The bilingual teacher teaching extra Nursery and Reception groups uses her skill well to develop language and understanding and work in these small groups provides a valuable opportunity for individual help.

23. The main strengths in teaching in all classes of the school are well-structured lessons where planning builds clearly on prior learning and teachers have high expectations of behaviour and achievement. Lesson objectives are clear and are shared with pupils and the concluding session is used to check how far they have been achieved. All these elements were present in a very good art and design lesson where pupils in Year 5 were reminded of previous work. Their attention was drawn to the preliminary work in their sketchbooks and good questioning skills were used to remind them how to create a wash for their paper. Skills and techniques, such as those for developing a sense of texture, were clearly taught and good quality equipment was provided, including a variety of drawing pencils. The setting of clear lesson objectives has been a key focus of the work undertaken by the headteacher this term in his efforts to improve teaching.
24. Often lively strategies are used to engage interest and through this teachers develop and extend vocabulary. A good example of this was seen in a literacy lesson in Year 2 where the teacher retold the story of the 'The Little Red Hen' and pupils identified changes made. This strategy made learning fun and greatly improved pupils' listening skills. Very good visual items added even more interest and understanding, particularly masks that enabled pupils to identify with the characters. Most teachers manage pupils well and those pupils with recognised emotional and behavioural difficulties are generally well supported. Good relationships with pupils and a brisk pace to learning are also characteristics of good teaching.
25. Where there are shortcomings in teaching, these relate to a slow pace to learning and a lack of challenge. Work is not always well matched to pupils' individual needs. For example, very high attainers in Years 3-6 are taught in a group alongside higher and average attainers with no extra challenge or support. There is insufficient use of bilingual support in Years 3-6 and there are sometimes missed opportunities for language and vocabulary development. Marking is inconsistent, particularly in Years 3-6 and does not often give pupils examples of how they can improve their work. Homework plays a satisfactory part in pupils' learning. Most pupils take books home to read. The setting and marking of other work is inconsistent but is satisfactory overall.
26. The quality of teaching of pupils with special educational needs is satisfactory overall. Although planning does not clearly identify the specific learning targets for pupils in any lesson or group of lessons, in most lessons activities are appropriate and help them learn. On occasions work is not targeted carefully enough to meet pupils' individual requirements. Pupils with statements of special educational need, who benefit from additional classroom support, often make very good progress due to the careful intervention of the support assistants and their knowledge of the pupils. Support assistants know their pupils well and keep ongoing records of their progress. They work well with the teachers. In many lessons they prepare their own materials to make the work more relevant. In the best lessons these assistants join in the whole class teaching activity by giving quiet and effective encouragement to the pupils they support, helping them to understand what the teacher is explaining and to answer questions. They willingly intervene and use their initiative to help others when this is possible. In the main activity the assistants use their time effectively, helping other pupils when the one they are supporting does not need their attention. Additional literacy and numeracy support, for a small number of pupils in Year 3 recognised as requiring a boost in their learning, is good and the support assistant responsible is well-informed in the teaching strategies expected in these lessons.
27. The National Literacy and Numeracy Strategies have been implemented satisfactorily. There are insufficient planned opportunities for pupils to develop their skills within other subjects although there are some instances of this happening. The many changes of groupings and teachers in Years 3-6 is not helping this aspect and the school has

identified these constant changes as an issue for development. The teaching of specific skills in information and communication technology in Years 3-6 is good. No judgement was made on teaching this subject in Years 1-2 as very little direct teaching was observed. In Years 3-6 there is not enough planned use of information and communication technology in other subjects. All teachers are still undergoing training in information and communication technology.

28. Teaching in science is good. The best lessons are planned with clear learning objectives that focus on helping pupils to develop sound investigation skills. However, the planning of tasks to meet different needs is a weakness in some lessons and higher-attainers are not always challenged.
29. No judgement was made on teaching in art and design in Years 1-2. Teaching in Years 3-6 is very good. Techniques are clearly taught and the way pupils set about their work and draw on previous experience shows that good prior learning has taken place. No overall judgement was made on teaching in design and technology. In the one lesson seen, planning was good and the lesson was well organised with a clear focus on solving problems.
30. The quality of teaching in history is good. Good use is made of objects of historical interest and visits to make the subject 'come alive'. No judgement was made on teaching in geography as it was not taught during the inspection. Planning for the subject indicates a clear understanding of the subject requirements. No religious education lessons were observed in Years 1-2 and no judgement was made. The quality of teaching is good in Years 3-6. The range of resources used, including video recordings and objects of religious significance promotes a high level of interest. Teachers sensitively promote an understanding of different faiths and what is special about them for different groups of people.
31. No overall judgement was made on the quality of teaching in music in Years 1-2 but the quality of teaching in the one lesson observed was good. Teaching in music in Years 3-6 is very good. It is carried out by a visiting specialist teacher and is a strength of the school. Lessons are very lively and all pupils are very involved in every aspect of the lesson. In physical education teaching is satisfactory in Years 1-2 and good in Years 3-6. The dance lesson taken by a visiting teacher from the local secondary school was very good. Swimming is only taught for a limited time and few pupils learn to swim because of this.

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

32. The curriculum for pupils in Years 1-6 meets statutory requirements in offering all the subjects of the National Curriculum and also religious education, which is taught in accordance with the locally agreed syllabus. The curriculum is relevant to the understanding and interests of the pupils. The balance of the curriculum, particularly in Years 3-6, is weighted towards English and mathematics and this is appropriate to the needs of the pupils. However, apart from in the specific literacy lessons, much of this additional English time is not spent to best advantage. Many of the pupils have restricted knowledge and understanding of English but opportunities for speaking and listening, drama and role-play and the development of concepts essential for understanding the other subjects of the curriculum are not sufficiently well planned into this additional time. The time devoted to other subjects, and in particular to music, is relatively small. The curriculum for children in the Nursery and Reception classes is very good and is particularly good in the Nursery year. It is well planned to cover all the

nationally expected areas of learning for children of this age.

33. Since the previous inspection the school now includes Years 5 and 6 and these year groups are fully included in the overall planning in the school. The yearly planning is broken down into appropriate units of work, drawn from nationally recommended guidance. All subjects are supported by policy documents although some, such as the English policy, are due for review. The National Literacy and Numeracy Strategies are both established and these are having a sound effect on pupils' learning and on the range of experiences the pupils receive although all teachers transferring from the middle schools on reorganisation are not yet securely trained or confident. The curriculum appropriately prepares pupils for the next stage of their education except for those pupils taught in a special class.
34. In Nursery, Reception and Years 1-4 pupils receive the curriculum to which they are entitled. They learn all the subjects of the National Curriculum, whatever their learning difficulty, alongside pupils of the same age and have the opportunity to mix with pupils with different levels of attainment. Those with more severe difficulties are well supported in the classroom and activities are mostly carefully adapted to their needs by well-informed support assistants. Other pupils with special educational needs or lower attainment have work planned for them that is similar to others in the class but allows them to join in and progress at their own rate. Although planning does not clearly identify the specific learning targets that pupils will address in any lesson, or group of lessons, activities are generally appropriate and help them learn. In Years 5 and 6 most pupils with special educational needs are segregated from their peers for almost all lessons. Although all subjects of the National Curriculum are taught at different times, pupils do not receive the full range of experiences to which they are entitled in a primary school nor do they have the same curriculum. Pupils are well supported, happy in their classroom environment and confident in their secluded small group but they are not fully prepared to meet the demands of life in a larger secondary school. This issue is rightly identified in the school development plan as an area for development. Pupils with physical learning difficulties are not always offered alternative physical development when they cannot participate in physical education lessons. Every effort is made to provide pupils with individual support equipment, for example laptop computers to help them learn.
35. The school offers a very good programme of personal, social, health and citizenship education. Sex education is taught separately to boys and girls and is included as part of the personal, social and health education provision and is taught in conjunction with science. Good links with the local community enrich personal and social development. This is an improvement since the previous inspection when links were not good enough. For example the curriculum for Year 6 includes awareness of safety and this includes a planned visit to the local hospital to learn about aspects of first aid, such as methods of resuscitation. The awareness of drugs misuse is a strong feature in the health education programme and is developed in conjunction with the police and the local authority's Health Caravan. Other aspects of the school's links with the community are also good. The school, together with its neighbouring school on the same site, runs a toddler group. There are meetings with the local Muslim association to develop community links and members of the authority interfaith centre come into school regularly to lead faith assemblies. There are also strong links with community officers from the police and the educational welfare officer from the local authority who speaks to pupils about the importance of regular attendance. Presently there is a lack of opportunity for pupils to meet with other similar schools for such activities as sporting fixtures and musical activities. The school makes good use of the local authority web site for research.

36. There are good links with other institutions, particularly the main secondary school that pupils visit as part of their preparation for transfer. Teachers from the local secondary school visit, taking dance classes and providing staff training. There are plans for these links to be extended with a view to the school making use of the sporting facilities of the secondary school. There are links with the local teacher training college and many students come into the school. There are good links between the school and a local special school. Members of staff from the special school support the special needs teaching. Additionally they give pupils with specific physical difficulties the opportunity to use the heated swimming pool at the special school site.
37. The provision for extra-curricular activities is good and is funded by the 'New Opportunities Fund' grant. The school runs many clubs and these are so well supported that not all pupils who wish to do so can attend at any one time. Clubs effectively extend and broaden the curriculum with opportunities for French, information and communication technology, drama, sports, music lessons for instruments such as recorders and brass, and a choir. Study support outside school hours includes mathematics support at lunch times, support from the learning mentor for individuals and the Years 3-6 library, which is available after school each day of the week.
38. A wide range of visitors comes into the school to support most subjects and extend the breadth of provision. This term these included drugs education through music for Year 6, a Viking day for Year 3, a mathematical author for Years 1-4, an aerobics afternoon and a theatre group production of Cinderella for all classes. However, these opportunities are not used to full effect as follow-up activities are not planned in lessons to increase learning. There are many planned day visits for all year groups but the school does not offer a residential experience for its pupils.
39. Overall provision for pupils for pupils' spiritual, moral, social and cultural development is good. The provision for pupils' spiritual development is satisfactory. It is well provided for in the weekly faith assembly when each pupil is able to attend an act of collective worship within their own faith, led by a practising member of that faith. Other assemblies are not of a religious character but they do contain opportunities for reflection on, for example, caring for others. Sometimes pupils are withdrawn from assembly for extra tuition and this means that they do not have the same opportunities as their peers. Religious education also contributes to pupils' spiritual development but in the rest of the curriculum there is little that encourages pupils to develop a sense of awe and wonder or to marvel at the world except in the Nursery and the Reception classes. Children here were observed marvelling at the bubbles produced in the water tray and the fact that blowing through different sized tubes made different bubbles.

40. Provision for moral and social education is good. Pupils are reminded in corridors and in classrooms of the school rules and how to behave. They are effectively taught right from wrong and how to behave as part of a group. Some opportunities for younger pupils to take responsibility are provided, such as distributing milk. Pupils in Year 6 are given opportunity to be monitors and they take responsibility at lunchtimes for looking after younger pupils. The school's merit awards system and the planned range of activities in the personal and health education programme significantly contribute to the provision for moral and social development. In religious education lessons pupils learn to value the beliefs and customs of others. Children in the Nursery and Reception classes play with black and white dolls and learn about life outside home and school when using role-play areas such as the 'shoe shop'. From the Nursery to Year 4, pupils with special educational needs are integrated into mainstream classes and are very much part of the school. Other pupils accept that they have additional needs, for example, that the teacher needs to use a radio aid to help some pupils hear or that others need a helper in the classroom. The majority of pupils in Years 5 and 6 with special educational needs, including those with behavioural problems, are isolated from their peers for most of the week and do not learn to manage their own difficulties in a normal classroom environment. Neither do other pupils have the opportunity to develop the social skills that they gain from working alongside those with physical, behavioural or learning difficulties. The Family Learning Centre provides a valuable service for younger pupils who have not got the maturity to manage five days in a classroom and need short periods of respite to play with pre-school children.
41. Provision for pupils' cultural development is good. The majority of pupils are of the Muslim faith and this culture is displayed prominently in the school hall and is recognised in many of the lessons. Other faiths such as Christianity and Hinduism are celebrated to a lesser extent and displays include Sikhism and Judaism. The local vicar, who is also the chair of the governors, is a regular contributor to assemblies. In an assembly for Years 1-2 pupils were introduced to the Nigerian costume as part of a planned programme covering many countries. Children in the Nursery and Reception classes learn about the world around them and about past times through talking about interesting objects. Visits and visitors throughout the school widen pupils' horizons. All classes make at least two educational visits every year to a wide range of venues including farms for the younger pupils and museums for the older pupils. Art, history and music make an appropriate contribution to cultural development although there is no specific planning to ensure that art and music introduce works other than those from Western Europe. Pupils hear or read stories from a variety of cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school takes good care of its pupils. They are made to feel safe and secure within a calm but disciplined atmosphere. Staff know the pupils and their families and show a good understanding of their emotional and cultural needs in school, home and within the community. The learning support systems cover the needs of children with limited knowledge of the English language, those with special educational needs and traveller and asylum-seeker pupils. Bilingual assistants and additional literary support teachers complement the school's continually developing supportive role. Parents of children with special educational needs feel well supported and are pleased with their progress. A personal, social, health and citizenship education programme is now in place offering enrichment opportunities for the development of pupils' skills and positive attitudes. The quality of learning is enhanced by this support.
43. Child protection procedures are very good and the home-school liaison teacher is the designated person responsible. All staff are aware of the arrangements and the school maintains good links with the support agencies. The school provides a safe and

harmonious environment, which makes an effective contribution to the standards that the pupils achieve. A comprehensive health and safety policy is in place and regular risk assessments are carried out. There are high standards of supervision at breaks and in the dining rooms.

44. The school has very good procedures for promoting discipline and good behaviour. The discipline policy provides complete guidance on how to deal with unacceptable behaviour and is implemented consistently throughout the school. Teachers follow a warning system, recorded in the homework diary, to deter pupils from misbehaving. Weekly 'well done' assemblies give pupils self-esteem and recognise good behaviour.
45. Procedures for monitoring pupils' individual attendance are efficient and parents are aware of what to do in case of absence. With the support of the education welfare officer and the liaison teacher, the school initiates action to improve attendance and punctuality. A breakfast club is a new initiative to support pupils in getting to school on time. Good provision is made to support the attendance of the traveller and asylum seeking pupils.
46. There is a good quality written assessment policy, but this is not in practice throughout the school. The variety of good, identified procedures in practice in classes for younger pupils are not carried through to Year 6 and some subject leaders are not aware of what should be happening and do not use assessment to identify weaknesses in the curriculum. They do not keep a check on standards of attainment throughout the school or the quality of assessment through, for instance, marking. The policy, if followed by all staff, is a suitable tool to develop a shared understanding of what should be done. Teachers are identifying the learning objectives for the whole class in lessons and there is a place on the planning sheets for assessment of outcomes. In some classes these are completed rigorously, identifying weaknesses and strengths in individual attainment. In other classes there is little assessment of attainment. Marking is variable in quality and there are inconsistencies. For example, older pupils mark too much work in mathematics themselves and teachers are not checking pupils' lack of understanding enough, following up problems in learning or giving the pupils sufficient strategies and guidance to improve. There is no system for assessing the levels of competence of pupils learning and speaking English as an additional language or those who are gifted or talented. Suitable assessments are made of the attainment of children who enter the Nursery and Reception classes to form a basis for measuring progress in later years. Assessments are used well in these classes to help teachers to plan lessons.
47. Since his appointment the headteacher has analysed previous test results in English and mathematics carefully to allow targets to be set for each year group and is using these as part of a process to improve teaching and learning throughout the school. Data is collected to track individual pupils' progress from year to year and the headteacher has a clear understanding of how this will be used to improve standards. Suitable steps have been taken to help all teachers gain a common understanding of National Curriculum levels and more are planned. The teacher with responsibility for assessment procedures has not yet gained a clear picture of where the policy is or is not being implemented. This is due not to lack of vision or understanding but to the school being a split site and the lack of past opportunity to check practice. It is not possible to compare procedures for assessment of attainment and its use with those at the time of the previous inspection due to the significant change in the character of the school.
48. There are effective procedures for identifying pupils with all types of special educational need at an early age. Additional support is sought from many specialist services and

used well. Guidance for support assistants to help them deal with specific physical and other learning difficulties is sought and provided by specialists. Where pupils have statements of special educational needs the support assistants carefully record pupils' achievements. Regular meetings with the teacher with responsibility for special educational needs provide a forum for the support assistants to discuss problems and the progress that pupils are making. The teacher with responsibility for all pupils with special educational needs throughout the school visits classrooms to see that work is appropriate to the learning needs of pupils with less severe learning needs. However, there is no systematic programme for checking progress, planning and provision for these pupils other than termly discussions with the staff involved and targets for learning are not included in teachers' planning. Annual reviews are held for those with statements of special educational need and legal requirements are met.

49. Procedures to help children to settle well on entering the nursery are excellent. Many children have little or no English when they start school and support staff undertake home visits to provide help and guidance to parents, many of whom are unable to attend school in person. In preparation for transfer to secondary education, pupils experience an appropriate induction day at the local secondary school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Relationships between the school and parents and carers are good. Parents are welcomed and encouraged to visit and help in the life and work of the school. There is no formal parent/teacher/friends association but parents are invited to attend family assemblies, book fairs and fund-raising events. The school makes every effort to involve parents in the life of the school.
51. The information for parents provided by the school is comprehensive and easy to read. Bilingual information is provided when appropriate and home-school liaison and family learning teachers are available for support. Other interpreters are used to support communication when needed. Parents' evenings provide good opportunities for consultation and teachers often meet with parents informally, particularly in the early years of school life, at the beginning and end of the day. The homework diary and reading records are used effectively to enable parents and teachers to monitor progress. The homework diary is also used to tell parents of behaviour problems. The twice-yearly reports sent home to parents cover all the subjects. They are well written but do not contain suggestions about what pupils need to do to improve.
52. The response to the questionnaire distributed before the inspection and the views expressed in the parents' meeting indicate that parents are very pleased with the school and they have positive views about their children's progress and the standards of teaching. Parents are also pleased with the approachability of the staff, the high expectations set and the way the school is led and managed. Inspection findings also support the parents' views of the school although in Years 3-6 progress is only satisfactory.

53. Parents are informed at the earliest opportunity when the school identifies that their child has a special educational need. Where pupils have statements of special educational need parents are involved in annual reviews. The teacher with responsibility for special educational needs and class teachers are readily available to discuss specific problems when parents have concerns. Information provided for parents is satisfactory.
54. The school provides a Family Learning Centre funded by an 'Excellence in Cities' grant where much is done to support local families and help them understand what their children will experience. For example, problems specific to girls, their faith and issues such as swimming and school visits are dealt with sensitively by female, multi-lingual mentors. The Centre has a full time worker, is well managed and provides an excellent service.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management of the very recently appointed headteacher are very good. The headteacher has excellent vision for the school. His determination to improve the quality of education provided, ably supported by the deputy headteacher, has a positive influence on all involved with the school. The previous report indicated that the head and governing body provided strong and effective leadership. Since then there has been a significant change in the character of the school in its move from a first school to a primary school and some unexpected obstacles to development. These obstacles include five different headteachers in two years, an unusually high staff turnover, a struggle to recruit governors and the loss of all information and communication technology equipment for two terms. This has led to some developments being delayed. Nevertheless most of the key issues identified in the previous report have been met. Standards in design and technology match those expected nationally in Year 2. There has been a very good development of links with the local community. For example, funding to support 'Excellence in Cities' is used well to provide a learning mentor to work with families and pupils to help overcome problems that arise through their religion, culture or language. The curriculum is enriched through the wide range of extra-curricular activities offered to pupils and supported through a 'New Opportunities' fund. The governing body meets legal requirements. Health and safety issues raised in the previous report have been addressed.
56. The school aims to provide the best education for all pupils but there are some weaknesses in equality of opportunity. A number of pupils in Years 5 and 6 with special educational needs or with language learning needs do not take a full and active part in the life of the school. Although they are taught all National Curriculum subjects they do not have the same experiences as pupils of the same age in other classes. Some pupils are withdrawn regularly from assemblies for additional support. Lessons are not always sufficiently planned to include the needs of all pupils in the class or set, particularly in classes for older pupils. More able and talented pupils are not identified and challenged. Those pupils with lower levels of English language skills are not always challenged as the school has no means of identifying this and weak language skills sometimes mask the abilities of more able pupils. The school lacks an experienced manager and consistent ways of checking the levels of understanding of pupils with English as an additional language beyond the first stage of acquisition and these pupils' needs are not always catered for sufficiently well. Their progress is restricted by teachers' lack of expertise in planning lessons that cope with conceptual difficulties that arise through learning in an additional language.
57. There is a full complement of governors for the first time for many years. They are very

committed to the school. Although several governors are new to the role, they are planning to undertake relevant training and are willing to learn. Some governors have undertaken specific responsibilities, for example for special educational needs. Committees have been established although there are no written briefs for these committees as yet. They have not yet developed ways of checking what is actually happening in the school and using information to help the school move forward, but are determined to do so. The newly devised school development plan, which has been put together by the new headteacher after a process of consultation and evaluation, is of high quality and clearly identifies the key areas for development. It is based on excellent evaluation of performance and vision of the school's needs. Budget implications are clear and there are suitable criteria for measuring success. Support from the local education authority is actively sought and used extremely well to assess the needs of the school and help it improve. Special initiative grants, other than funding allocated to the development of English as an additional language, for example the 'New Opportunities Fund' and the 'Booster Funds', are being used well and are carefully targeted to improve the quality of teaching, and to raise standards. Teachers funded by the Ethnic Minority Achievement Grant are not used effectively to support pupils at different stages of English language development throughout the school.

58. The teacher responsible for managing the provision for special educational needs gives suitable support to staff and visits classrooms frequently to make sure all pupils are making progress. However there is no planned programme to check provision for all pupils systematically. There are no procedures for checking that lessons are planned to help pupils reach their targets. Individual education plans for pupils are variable. They generally match the requirements set out in the statements of educational need for those pupils with more severe learning difficulties. There are some inconsistencies in other plans. Some learning targets are quite specific, measurable and attainable but others are too general. Legal requirements are met.
59. The school's checking and evaluation of its performance are improving. Much work has been done by the new headteacher since his appointment to assess the quality of teaching, particularly in English and mathematics and to help teachers improve. This includes the appropriate analysis of staff development needs and the setting of targets for the future. The results of mathematics and English tests in Year 3, 4 and 5 together with the National Curriculum tests in Years 2 and 6 are being carefully analysed and used to set year group targets for improved attainment. The budget is being used well to boost the attainment of pupils who are very close to the nationally expected level of attainment in English and mathematics. Subject leaders play a very minor role in checking the provision, standards of attainment and quality of teaching in their subjects. Communication between the two separate buildings causes some difficulties in the management of the school and in getting consistency in teachers' approaches and implementation of policies. These weaknesses have rightly been identified in the school development plan as major areas for improvement.
60. Accommodation is just satisfactory, but the split sites, the leaking roof and shared facilities do impede the smooth running of the school and the progress pupils make. The school is due to move into more permanent accommodation with all classes in the same building when the local authority has finished the re-organisation. The environment is enhanced well in the classrooms for younger pupils by displays of their work. All classrooms are neat and well organised. There is sufficient outdoor play space for pupils and a well-organised and used secure play area for young children. The Family Learning Centre is also used well and is a very valuable resource. The quality and quantity of learning resources is at least satisfactory in all subjects except physical education. There is a lack of good quality learning materials for older pupils

with special educational needs or for those in the early stages of learning English that match the maturity of the pupils. The additional provision of a safe and well-managed sluice room and a lift enables the school to accommodate pupils with more serious physical difficulties on the site for pupils who are in Years 3-6.

61. There is an above average number of teachers. Teachers have satisfactory subject knowledge in the subjects they teach and some have specialist knowledge. However, a number of class teachers are not involved in teaching the full curriculum and lack expertise in setting tasks for pupils with different prior attainment and skills. Many unusual arrangements in a primary school, for example, the exclusion of pupils with special educational needs from mainstream classes, and pupils changing classrooms for different subjects have arisen through teachers' lack of experience in teaching in primary schools. This restricts teachers' ability to plan a cohesive curriculum that is linked together to make the best use of time available. Support staff for pupils with special educational needs have at least satisfactory and mostly very good expertise in the specific areas for which they are responsible. Support assistants, classroom assistants and nursery nurses are used well and make a very good contribution to learning, often preparing their own materials. Music tuition provided by a specialist brought in specifically to raise standards is very effective. The support for new teachers is good and there are good opportunities provided for students to gain teaching experience. Information and communication technology is used effectively in the daily running of the school. Routine office procedures are well defined and executed.
62. The strengths of the school include the leadership and management by the headteacher and the clear identification and prioritisation of ways to move forward. Teaching is satisfactory overall and standards are beginning to improve. Given the significantly low attainment of pupils on entry and the progress that pupils make, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve further the school should:-

1. Improve attainment by:

- focusing more clearly on pupils' individual needs;
- having a clear focus in lesson planning on key vocabulary to be learned, understood and used and checking on this understanding in the concluding part of the lesson;
- raising teachers' expectations of pupil achievement and having a greater pace to learning within lessons;
- using all time available in lessons to maximum benefit;
- ensuring that teachers have an appropriate expertise in teaching all primary subjects and that they know what the expectations are at each level.

(paragraphs 20, 25-7, 66-7, 91-92, 95, 102-3, 105, 111)

2. Develop the role of subject leaders by:

- ensuring that all are aware of school policy and practice and how this applies to their subject;
- analysing the strengths and weakness in the subject from test and other data and modifying approaches to teaching and provision in the light of these;
- ensuring that the school's policy for checking attainment and progress is carried out in each subject;
- developing the ability to check attainment and progress within the subject with all teachers and supporting them where necessary, particularly in planning work for differing needs;

(paragraphs 46, 59, 98, 106, 112, 115, 118, 121, 126, 131, 136, 145)

3. Improve provision and attainment for pupils speaking English as an additional language by:

- appointing a teacher with appropriate expertise to co-ordinate and oversee provision;
- providing a system for identifying pupils' levels of capability and understanding for pupils beyond the first stage of English learning;
- ensuring that all teachers know and understand the support required by pupils at different stages of English learning and match teaching and planning accordingly;
- utilising support for pupils learning and using English as an additional language more widely, particularly in Years 3-6 and focus this support on identified need.

(paragraphs 12, 32, 64, 66-8, 81-4, 91-2, 97, 103)

4. Provide pupils with the full range of experiences to which they are entitled by:

- ensuring that pupils are not withdrawn regularly from assemblies and acts of collective worship for tuition;
- ensuring that all pupils in Years 5/6 are included in mainstream classes for most of the time; that all pupils have the opportunity to work both in mixed ability groups and with groups of pupils with similar prior attainment and needs and all have access to the full curriculum;
- providing appropriate activity for pupils with physical learning difficulties when others take part in physical education lessons;

- identifying and providing appropriately for pupils who are gifted and talented and higher-attaining pupils.
(paragraphs 13, 33-4, 39-40, 46, 56, 90, 92, 96, 137)

All these issues are priorities within the latest school development plan.

Other issues which should be considered by the school

Clear planning for the use of key skills of literacy, numeracy and information and communication technology in other subjects.
(paragraphs 3, 4, 6, 27, 87, 98, 103, 105)

A greater consistency in quality of the individual education plans for pupils with special educational needs.
(paragraphs 27, 58)

Provision for and standards achieved by pupils with English as an additional language

64. Provision for pupils with English as an additional language is satisfactory overall. It is very good for those pupils in the earliest stages of English acquisition but has some weaknesses in the provision for pupils in the later stages of learning and using English. These shortcomings affect attainment, mainly in Years 3-6. There is no teacher with special responsibility for overseeing and developing this aspect of learning and co-ordinating provision and no system for checking pupils' levels of skills and understanding beyond the early stages of learning English.
65. In the Nursery and Reception classes children's needs are met well. Clear attention to learning English permeates all work. Much adult interaction develops understanding and there is clear modelling of speech patterns. Often some discussion takes place in the children's mother tongue where possible and this helps both the children to understand the learning required and the staff to check that understanding. Good examples were seen particularly in the Nursery of story telling in the children's mother tongue and large models being used to support English learning through this. Children learn the names of food, for example, when preparing shopping lists, visiting the shop and preparing the daily snacks that they all share. This work is well continued in the classes for Years 1-2 where pupils are often taught using two languages. An excellent example of this teaching was observed in a mathematics lesson when the teacher was developing the understanding of counting on from one number to another. A game involving a very large dice and pupils taking large steps along a number line encouraged understanding through practical activity. All pupils were expected to answer in whole sentences and the teacher modelled these sentences for pupils to repeat. The bilingual teaching assistant asked the questions in the pupils' mother tongue, accepted answers in this and then modelled the English. He also recorded mathematical process on the white board to reinforce the understanding required for pupils to tackle their written tasks. This excellent lesson resulted in very good gains in knowledge and understanding both in mathematics and in the 0pupils' ability to express this in English.

66. In Years 3-6 there is a significant proportion of pupils entering the school with very little or no English. Most of their very early needs are well met by temporary withdrawal for part of the week into a class taught by a visiting specialist teacher provided by the local education authority. In these sessions they spend much time in talking and in gaining enough English to allow them to function within normal classes. However, once past this stage their needs are not generally as well catered for as they are in Years 1-2 although some teachers are good at this. Not enough attention is paid in planning lessons to ensure that key subject vocabulary is understood. Many pupils are struggling with the depth and complexity of English although they have a superficial competency. An appropriate emphasis was given well in a very good English lesson where words such as 'satchel' in a poem were explained with pictures and careful description. Pupils were expected in this lesson to answer questions in whole sentences and good sentence structure was sensitively modelled for pupils to copy. Teachers in Years 3-6 are often unaware of which pupils are still only just beyond the early stages of English acquisition and which pupils are more fluent and have greater understanding. This lack of knowledge means that pupils' individual needs are not always appropriately met and progress is not as good as it could be. Some pupils are not attaining as well as they could be.
67. The school has no system for identifying and checking the different levels of English understanding that pupils have beyond the early stage of English learning. There is no clear distinction between provision for some of these pupils and the provision for pupils with special educational needs. There is no record of which pupils speak English at home alongside another language and which pupils only use English in school. As yet there is no teacher with responsibility for co-ordinating and developing provision for these pupils. The school is aware of this need and it is a clear target in the development planning for this year. The new headteacher has a very good understanding of the weakness and is working with the local education authority to improve the situation. The teachers who are paid for by a special grant to raise attainment of pupils with English as an additional language are used at present to create extra teaching groups so that classes are smaller. However, this provision is insufficient to deal with the problem within teaching of insufficient knowledge and understanding of pupils' competency and the weak provision for individual needs. There is no targeted support in classes in Years 3-6. The new headteacher is well aware of the deficiency and this aspect of teaching is also a current focus for development.
68. The learning resources for the pupils in Years 3-6, particularly for those pupils in the early stage of learning English are unsatisfactory. There are no books that have a reading level suitable for their ability but have interest and content matched to their age. Resources are not chosen to reflect pupils' interest and background. Teachers borrow books from the classes for younger pupils and this situation is not appropriate in encouraging and valuing pupils and developing their self-esteem.
69. The provision for the few pupils who are travellers or asylum seekers is good. These pupils have arrived at the school very recently, do not speak English and have not attended school before. The school works closely with the appropriate support agencies and has made every effort to accommodate these pupils and meet their needs.
70. Home-school liaison work and support for all parents through the Family Learning Centre is very good and is effective in helping parents to understand more of how to help their children.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	17	40	22	1	0	0
Percentage	7	20	47	25	1	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)	78	345
Number of full-time pupils known to be eligible for free school meals	0	92

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	5	65

English as an additional language	No of pupils
Number of pupils with English as an additional language	344

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.6

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	30	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	25
	Girls	24	26	27
	Total	43	45	52
Percentage of pupils at NC level 2 or above	School	72 (65)	75 (77)	87 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	25	20
	Girls	23	27	20
	Total	40	52	45
Percentage of pupils at NC level 2 or above	School	67 (70)	87 (86)	75 (67)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	25	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	14	13
	Girls	11	6	11
	Total	24	20	24
Percentage of pupils at NC level 4 or above	School	42 (n/a)	35 (n/a)	42 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	16	12
	Girls	3	8	6
	Total	10	24	18
Percentage of pupils at NC level 4 or above	School	18 (n/a)	42 (n/a)	32 (n/a)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	4
Pakistani	338
Bangladeshi	0
Chinese	0
White	6
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20
Number of pupils per qualified teacher	17.8
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	15.5
Total aggregate hours worked per week	350

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	6
Total aggregate hours worked per week	70
Number of pupils per FTE adult	5.6

FTE means full-time equivalent.

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	11
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	1044138
Total expenditure	906799
Expenditure per pupil	2100
Balance brought forward from previous year	22811
Balance carried forward to next year	160150

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	462
Number of questionnaires returned	219

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	2	0	0
My child is making good progress in school.	51	42	3	1	3
Behaviour in the school is good.	55	38	2	1	4
My child gets the right amount of work to do at home.	42	41	8	5	4
The teaching is good.	58	35	2	0	4
I am kept well informed about how my child is getting on.	45	38	9	4	4
I would feel comfortable about approaching the school with questions or a problem.	55	39	3	0	2
The school expects my child to work hard and achieve his or her best.	57	33	1	3	5
The school works closely with parents.	44	40	9	4	4
The school is well led and managed.	47	41	1	2	9
The school is helping my child become mature and responsible.	48	40	5	1	6
The school provides an interesting range of activities outside lessons.	41	37	6	5	11

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

71. Provision and teaching in the Foundation Stage (Nursery and Reception classes) is very good overall and that in the Nursery is excellent. This is an improvement since the previous inspection. At the time of the inspection the school has a Nursery and one Reception class. A new Reception class forms in January for those children becoming five in the second half of the year. Nursery children who are transferring into this class in January spend some time each day with this teacher, working in a small group and getting to know routines. The rest of the class will be made up from children who have not been to Nursery. Children enter the Nursery soon after their third birthday and many speak little or no English. Skills in all areas of learning are checked on entry to the Nursery and again on entering the Reception class. Observation and records show that the majority of children have skills well below those found nationally and many are below this. The Nursery staff keep very good records of the small steps of learning and progress that children make and use these records very effectively to plan learning opportunities. This system is now beginning to be used effectively in the Reception class. The quality of teaching is very good with an appropriate balance of activities that are initiated by an adult and based upon a clear understanding of each child's needs and opportunities for learning where children choose for themselves and foster imagination, creative activity, exploration and experiment. These activities are well supported by adults who talk to children and join in games and activities. In this way they can develop language skills, challenge children to think in new ways and check learning.

Personal, social and emotional development

72. Teaching and learning in this aspect are excellent. In the Nursery each child is allocated a 'key person' who knows the child very well and takes overall responsibility for its welfare. Children learn to manage their own clothes and toilet needs. They work together with others and with adults and learn to share and co-operate. A visit to the shop to buy the snacks gives understanding of life outside the home and school. They prepare snacks for the whole group and taste new foods. The role-play areas such as the 'house' and the 'office' enable children to experiment and imagine adult life. They learn about their own culture and that of others. For example, they use 'cooking utensils' and dressing-up clothes from different cultures and play with black and white dolls. By the time they reach the Reception class children know classroom routines and can work with some independence. They make sensible choices about what activities they want to do and concentrate for a reasonable length of time. They can listen to the teacher in a whole group and some are confident to ask and answer questions. All adults working in these classes concentrate very well on improving children's independence. The special needs of a child with significant learning difficulties are very well met and a teaching assistant ensures that he is part of a group and well-focused on learning. Children make very good progress in this aspect and many pupils are likely to attain all the nationally expected early learning goals by the end of the Reception year although those with fewer English skills are still dependent on much adult support.

Communication, language and literacy

73. The quality of teaching of this aspect of learning is very good. Communication and language skills are at the heart of all learning that takes place. Most children enter the Nursery with little understanding of English and staff are very adept at developing these skills through a wide variety of practical experiences. Stories are told in both English and the main mother tongue. Vocabulary is explained and practical resources are used very well to ensure understanding. Role-play is used very well, for example to enact a story told in Punjabi. Toy telephones are in the 'office' area to encourage conversation along with many resources for mark making and early writing. Sentence structure is modelled well and children make very good progress in their learning. Early writing skills are encouraged, for example when children 'write' a shopping list to take to the shops to buy the snacks. A letter game supported by a teaching assistant was effective in developing an understanding of the link between the sounds of letters and the sound at the beginning of words. Nursery and Reception children take books home to share with an adult or older brother or sister. These have instructions for parents in English and in Urdu. The book corners are attractive with a good range of good quality books. In the Reception class children are introduced to the early stages of a reading scheme. Most know that a book is read from front to back and can 'tell' the story from the pictures. Higher and average attainers know a few words by sight and recognise a few sounds at the beginning of words. Lower-attainers manage to tell something about the pictures but rarely use whole sentences. Higher and average attaining children copy a teacher's writing and form letters satisfactorily for their age. However, when writing for themselves only the higher-attainers produce recognisable letters or make attempts at their name. Others are still in the early stages of mark making. Although very good progress is made most children are unlikely to achieve the levels expected nationally by the end of the Reception year as they are still acquiring English language skills. Overall attainment is well below average.

Mathematical development

74. Teaching and progress in this aspect are very good. All opportunities are taken in the Nursery to develop skills and understanding. They handle money when visiting the shop. Children count three biscuits to a plate when making snacks. They measure their feet as part of a topic about a shoe shop and measure their height in teddies. Different shaped paper is used for painting and drawing. Working with sand and water provides valuable early learning about, for example, the amount of sand or water to fill large or small containers. In the Reception class children use hand-spans to make a number line and to measure each other. They enjoy experimenting and investigating with sand and water, for example seeing whether a duck still floats when stuck in a plastic jar! Children in the very early stages of learning English made gains in learning to count to three when playing with toy farm animals and this learning was well supported by a bilingual teaching assistant. Higher and average attaining children recognise numbers up to six and a few count to ten. They match numbers of objects to figures. They know and understand 'zero' and the teacher rightly insisted on the correct vocabulary. Lower-attainers can achieve this task with numbers up to five, some with help. Most children know the names of a few simple shapes. As yet no children use language such as 'smaller' or 'heavier' to compare quantities nor do they have sequencing skills. They do not yet have enough command of English to describe shapes or position but a few higher-attaining children can use 'bigger', 'smaller', 'tallest' and 'shortest' with confidence. Most children are not likely to reach the nationally expected learning goals in this aspect by the end of the Reception year and overall attainment is well below average.

Knowledge and understanding of the world

75. Provision, teaching and learning for this aspect are excellent in both Nursery and Reception classes and ensures that children have a very wide range of experiences. In the Nursery children use role-play areas such as the 'shoe shop' to gain an understanding of life outside home and school. They create structures from blocks and from building kits. During the inspection very good learning took place when two boys tested and trialled different ways of joining pieces of a plastic construction kit together to create the shape they wanted. Others experimented with bubbles in the water tray. In both Reception and Nursery a good variety of 'small world' play equipment such as farm animals, cars and people provides for imaginative play and creativity. Children use simple programs on the computer (although these machines are old and out-dated) and understand how to use the mouse to control the screen. The small group of Nursery children working with a teacher to get ready for the Reception class made very good progress in understanding which objects float and sink and were able to make sensible tests and predictions. This work was well supported by a bilingual teacher. In the Reception class children continue with the activities provided in Nursery. They learn the days of the week, where they live and their address. From a story they began to understand the difference between 'old' and 'young'. They learn about the past from discussing articles such as an old spinning wheel. Visits such as that to a farm help learning well in both classes. They learn about festivals other than those of their own religion. Children design and make party hats using a wide variety of attractive collage materials with care and enthusiasm. Despite making very good progress most children are not likely to reach the levels expected nationally by the end of the Reception class as learning is still hindered by their language skills.

Physical development

76. Teaching and learning are very good. The Nursery has a secure outdoor play area but the Reception class does not have ready access to this. However, efforts are made to provide sufficient outdoor challenge. The new accommodation that the school expects to move to in the coming year or so will remedy this situation. Nursery children learn well to climb, run and jump. They worked with a nursery assistant to use the fixed climbing apparatus with the addition of curtains and props to enact the story of 'We're all going on a Bear Hunt'. This activity generated much excitement and challenge. Little opportunity was available during the inspection for children to use the outdoors, as the weather was wet and cold. Reception children enjoy movement sessions in the hall. They respond instantly on hearing a tambourine and show satisfactory skills in moving around the space. They hop, skip, balance and jump but most demonstrate skills below those usually found at this age. A teaching assistant supported one child with special educational needs very well. The circle games enjoyed also provided good opportunities for social learning in taking turns and listening. Language and vocabulary development featured well in playing 'Here we go round the Mulberry Bush' where children mime 'washing hands and brushing teeth, for example. In both classes children make good gains in learning to manipulate pieces of construction kits and puzzles. They are taught how to use tools such as hammers and saws and to hold pencils and brushes correctly. There are many opportunities for them to make gains in their ability to cut and stick. Many children demonstrate skills below those expected for their age and most would not be expected to attain the full skills expected for their age by the end of the Reception year.

Creative development

77. Provision, teaching and learning for creative development are very good. Imaginative and creative play is stimulated by role-play areas and by activities initiated by adults.

This helps to develop language skills but children are not yet proficient enough to tell stories about what they are doing or to create group activities using imaginative play. Children paint, crayon and mark make with a wide variety of different media. They learn to mix colours and to talk about their work. During the inspection children in the Nursery were making festival cards with great care and effort and this task was well supported by a teaching assistant. Reception children decorated hats by carefully sticking coloured paper, feathers and glittery shapes for example, in readiness for a forthcoming party. Nursery children were observed making wooden structures by cutting and nailing together. Music features well in both classes. Nursery children enjoy both formal and informal music sessions when they listen and play instruments. They learn simple songs and sing together. Reception children take part in music lessons taken by the Year 1 teacher and enjoy the support of a visiting pianist. Good links were made with numeracy development when singing number songs. Singing skills are below those expected at this age. Progress in creative development is very good but overall children's skills are below those expected for their age and most are unlikely to meet the levels expected nationally by the end of the Reception year.

ENGLISH

78. The inspection findings are that attainment of pupils in English is below that found nationally at the age of seven and well below national expectations by the age of 11. Standards at the time of the previous inspection matched those found nationally at the age of seven. Since then the school has undergone a significant change in character. The 2001 results in the National Curriculum tests that pupils take at the age of seven were well below average for reading and writing. Results at the age of 11 in English were very low when compared with schools nationally. When compared with similar schools they were below average in reading and average in writing at the age of seven. They were well below average in English by the age of 11. The inspection findings differ from the results of the tests due to the fact that many pupils enter the school after Year 2, most speak English as an additional language and a significant number are in the first stages of learning English. In 2001 almost half of pupils entered after the end of Year 2 and almost half of these pupils had special educational needs, with one pupil having a statement of special educational need. Teaching for this year group was disrupted significantly by the reorganisation, the many changes in staff and teacher insecurities in teaching primary-aged pupils. Many pupils working through English as an additional language have difficulty completing the tests within the given time although they can attain at a higher level if given more time. No significant differences were noted during the inspection in the attainment or achievement of boys and girls.
79. Attainment at the age of seven has declined slightly since the previous inspection. At that time attainment in speaking and listening was below that found nationally but attainment in reading and writing was similar. The decline in reading and writing standards reflects the current lower initial levels of prior attainment when pupils first enter the school. No previous comparative data is available for pupils aged 11 as this is the first group of this age in the school. The majority of pupils have English as an additional language and most pupils come into school with little English. Few children have achieved the national early learning goals for language, literature and communication when they leave the Reception class. Pupils make good progress particularly in Years 1 and 2 but many have not all developed sufficient understanding of English to meet the nationally expected standards at the age of seven.
80. Between the ages of seven and 11 progress is apparently slower and, although pupils enter with reading and writing standards below the expected levels, overall standards are well below these levels. Many of these pupils enter the school after the end of Year

2. Also, as pupils reach the age of 11, their level of language understanding beyond the basic need to communicate has a bearing on their attainment and the school does not fully meet this need to develop English at this deeper level. Lack of underlying concepts in English limits pupils' reading material and comprehension and the richness of their writing. The school's system for checking pupils' progress over time is not fully reliable because of past difficulties but the data indicates that pupils currently in Year 6 made very slow progress in Year 4 and in Year 5. Partly these figures reflect the turbulent times the school experienced with many staff changes as well as the reorganisation process into a primary school.

81. Targets set for last year were not met by a long way. The targets set for the percentage of pupils to reach Level 4 at the end of Year 6 are even more ambitious when compared with the information from the data on pupils' progress. The school acknowledges that these targets are not based upon assessment evidence but were set from outside the school. Some initiatives have been put in place to try to improve attainment. In literacy classes throughout the school, pupils are taught in smaller groups than class sizes and from Year 2 upwards pupils are set into ability groups. In Year 6 a 'booster class' for nine pupils has been established early in this year in order to raise the attainment of pupils currently working a little below national expectations. An English specialist teacher works with the higher-attaining Year 6 English set but not all teachers transferred from the middle schools are fully confident to teach English in a primary school. Throughout the school national initiatives to raise attainment such as additional support for pupils in Years 1-4 are implemented. Additional time is given to English but this is not reflected in the quantity and quality of the work produced and the progress that the pupils make. For example, pupils spend time in individual reading but there is no support system to ensure that they fully understand what they read. There is no targeted support for pupils who need this support beyond the first stage of learning English as an additional language and the teachers appointed under a special grant are used to make extra teaching groups.
82. Standards in speaking and listening are well below those expected nationally at the end of Years 1-2 and Years 3-6. However, there is a small minority of pupils who have skills that match those expected nationally at the ages seven and 11, mainly because English is their first language, but these pupils are not identified and extended, particularly when they also speak another language. Many pupils enter Year 1 with limited English and have only a small basic vocabulary. Average pupils in this year group are able to differentiate between the prepositions 'in' and 'on' and, with support, can construct sentences using these words, describing their picture cards. Higher-attaining pupils can describe simple emotions. By Year 2 many pupils can provide a factual response to a question and the higher-attainers can provide a reason. Although they have the confidence and the vocabulary to answer questions they rarely ask questions. Pupils make steady progress from Year 3 to Year 6. In Year 4 pupils are able to explain poetic patterns and give reasons for selecting their favourite piece. By Year 6 pupils in the highest English set, with structured support from their teacher, are selecting vocabulary for effect. They use this language and also technical terms confidently, making suggestions for manipulating sentences, as they modify the main and subordinate clauses.
83. 'Talking Partners' has recently been introduced into Years 1 and 2 in order to develop speaking and listening skills. This very well structured initiative supports language learning across all subjects. It is organised by a class teacher and put into effect by the classroom assistants. Currently nine pupils from Years 1 and 2 benefit from this experience and they are making good progress because of it. In Years 3-6 there is a lack of planning for the development of speaking and listening skills. Some teachers

introduce an element of drama and this gives pupils good experience of speaking to an audience and of reading in unison, but these opportunities are too infrequent and spoken language activities do not feature enough in the English provision.

84. Overall, standards in reading are below national expectations at the age of seven and at the age of 11. At both age seven and 11 there are a few pupils who are attaining standards above the national expectations. Throughout the school, in the higher-attaining groups, most pupils attain standards around those expected nationally. By the age of seven all pupils read books within the reading scheme. The higher-attaining readers are fluent and can read with expression and their understanding and ability to predict is good. Average pupils have good decoding skills and are able to tackle unfamiliar texts with confidence. They understand what they are reading although they read with little expression. The lower-attaining readers are full of confidence and enjoy their reading experience. They know the text well and can indicate the main aspects of the simple plot. These pupils recognise many simple key words. By the age of 11 average pupils read with fluency but not always with sufficient understanding beyond the literal. The few higher-attaining readers read from a wide range of literature including poetry. One pupil could quote from the opening verse and name the poet. Average-attainers read authors such as Dick King Smith but one boy had failed to understand that the central character was an owl. Pupils in the 'booster' class for those whose attainment is just below average read the text of 'Beowulf' in unison with expression and this story has been chosen particularly to interest boys. Lower-attaining pupils enjoy simple poetry and have a good understanding of the texts.
85. Standards in writing are below expectations by the age of seven and well below expectations by the age of 11. Pupils' achievement in writing is influenced by their levels of knowledge of the English language. Higher-attaining pupils in Year 2 are working at the nationally expected levels. In Year 6 the pupils in the highest attaining language set are currently working below levels expected nationally. However, they have the benefit of regular very good teaching and if they continue to make the progress seen during the inspection period many pupils in this set are likely to attain the nationally expected levels by the end of the year.
86. In Year 1 many pupils have the confidence to compose and copy simple sentences, words and phrases. Higher-attaining pupils can write a simple sentence independently, using wordbooks as a support. They are familiar with alphabetical order and can change letters from lower to higher case. By Year 2 higher-attaining pupils copy a short string of sentences and then extend this with some of their own work but rely on the class teacher for words when writing independently. Pupils know of the need for full stops and capital letters but they do not use these consistently in their work. They demonstrate growing confidence with spelling, often choosing spellings that are sensible in relation to the sounds of letters. Lower-attainers sequence three words from the story of the week and copy write them.
87. In Year 6 there are a few pupils with the ability to write above the nationally expected standard and these pupils use carefully selected vocabulary and their work is well structured into paragraphs. However, these pupils are not given specific, challenging work and this limits their progress. All pupils in the highest attaining group in Year 6 are aware of the use of powerful language to cause an effect and are used to drafting and redrafting their work. They work singly and in groups, restructuring sentences and selecting appropriate vocabulary in order to achieve the effect they want. However, they have relatively few opportunities for more lengthy pieces of writing and this is a skill that needs further development. Often work is unfinished. In the 'booster' class where there are average-attaining pupils little free writing has been completed. Lower-attaining pupils expand short sentences into longer ones. They do this with a teacher who acts as a scribe. Overall there are too few opportunities for pupils to write

independently and at length.

88. The development of handwriting is not consistently taught throughout the school and consequently standards are not as good as they should be. Pupils in Year 1 are sometimes praised when forming letters incorrectly and some incorrect habits are allowed to develop. By Year 4 many pupils are joining their letters in a mature manner and the attainment of these pupils is good. However, in Year 5 and at the start of Year 6 most pupils have reverted to printing their work because the role-model that teachers in Year 5 provide is frequently of the printed word.
89. The National Literacy Strategy has been implemented successfully and most teachers are beginning to use it well. It is having a good effect on attainment and the quality of teaching. Pupils are introduced to a range of reading material including plays, poems and newspaper reports. The strategy has ensured that there is a structured approach to learning the sounds that letters make as part of learning to read from Year 1 until Year 4. This work is practised regularly and supports pupils' reading and decoding skills, their independent writing and their spelling. Literacy skills are used satisfactorily within other subjects.
90. The quality of teaching in English is satisfactory overall. Teaching for pupils in Years 1-2 is good and in some lessons teaching is very good. No clear judgement was given in the previous report. The pupils benefit from this good quality of teaching and they make good progress, particularly in reading and writing. Progress in speaking is slower as many pupils lack the confidence and the language to express themselves verbally. For pupils in Years 3-6 teaching is satisfactory overall. In some lessons the teaching is very good. There is wide variation in teachers' skills. In an unsatisfactory lesson work was not well planned and the teacher did not interact with pupils to support their writing. The National Literacy Strategy was not well interpreted. In all other lessons seen all pupils were included well in the activities but some pupils are withdrawn for all their work. In the upper ability groups there are a few pupils with attainment above that expected nationally and work is not specifically targeted to meet their needs and this leads to under-achievement due to lack of challenge.
91. Most teachers in Years 1 and 2 effectively develop pupils' speaking and listening skills by speaking slowly and clearly. They give pupils time to reflect on what they have said. Work is structured and considerable use is made of illustrations to aid understanding, for example when Year 1 pupils were learning prepositions. In the best lessons some opportunities for learning speaking and listening skills, such as role-play to retell the story of the week, are used well. Pupils thoroughly enjoy this experience and gain in confidence. These teachers generally use bilingual support assistants well to help pupils understand their work and their instructions. Throughout the school teachers try to explain some aspects of vocabulary to pupils, selecting the obvious new words. In the classes for Years 5-6 teachers are not all as aware as they need to be of the pupils' lack of vocabulary and general knowledge and understanding. This was particularly noticeable in Year 5 where different groups of pupils did not understand their instructions nor did they understand their texts and teachers were not aware of this.
92. In Years 1-2 reading is taught well. Pupils are surrounded by a range of printed material as part of the bright display. These teachers read to pupils every day and their literacy lessons are planned around the book of the week. The link between letters and their sounds is taught well up to Year 4 and key words are practised regularly. This good practice is not extended into the teaching in Years 5 and 6, where there is too little emphasis on such aspects as compound words, when pupils identify word families from their roots. Shared books are read clearly and are discussed for a week so that

all pupils fully understand them. Throughout the school guided reading times are well structured and help pupils to develop the skills of reading and understanding the text. Most teachers are aware that for many pupils they are the only source of reading support and they ensure that pupils are heard to read individually nearly every day, until pupils are fluent readers. Throughout the school weaker readers are given good support and are heard to read regularly and at these times they discuss the aspects of their book. From Year 3 to Year 6 adequate time is provided for sustained silent reading and this is helping to develop an enjoyment of reading in the pupils. Reading records are carefully maintained but lack comment on strengths and weaknesses to guide and develop this reading. The selection of books in the classrooms and the hall contains some that are suitably challenging for the few very able readers. Teachers do not consider the needs of the fluent and more able readers sufficiently well by ensuring that they are understanding the literature or by guiding their reading to extend the pupil's knowledge of literature, vocabulary or knowledge across other subjects.

93. Libraries for both Years 1-2 and Years 3-6 have a sufficient range of good quality books. Some books for Years 1-2 are bilingual and each language is clearly identified. The library for Years 3-6 has recently been restructured and is now computerised. Books are classified on the Dewey system and also shelves are clearly marked with content to enable all pupils to access the books easily. The library is only open after school and this restricts its influence on other subjects and its availability for research.
94. Teachers, particularly of the younger classes, have a good understanding of how to teach many of the skills of writing. In the younger classes teachers make good use of wipe-clean boards and felt pens before pupils use pencils and paper. This gives pupils confidence to write without worry of making a mistake. Teachers in Year 3 use this medium for some guided writing sessions but pupils do not record their final work and this means that opportunity for assessment and for pupils to reflect on their work is lost. The school sets targets for writing from Year 1 through to Year 6. These are reviewed every half term. There are some teachers who make supportive comments related to these targets when they mark the pupils' work but this good practice is not shared throughout the school.
95. Literacy lessons are usually well planned and teachers make the learning objectives clear to the pupils. Introductions to lessons are interesting, hold pupils' attention and are well used to remind pupils of their previous learning. In the better lessons the pace throughout is brisk. Teachers stimulate pupils by using a rich and varied vocabulary, which they expand and explain. They challenge the pupils by giving them tasks that are within their reach but require some analysis and accurate expression. In these lessons all the aspects of developing language skills are identified and taught. In contrast, in lessons that are less than good, the pace drops as the pupils work on their tasks, mainly because the work is not sufficiently well adapted and matched to the pupils' levels of understanding. Most teachers use the final part of the lesson well to review the work and to give pupils opportunity to express themselves in front of the class. In the most successful lessons pupils' attitudes to learning are very good. They try hard and put a great deal of effort into their work because teachers make it interesting. They concentrate well and listen carefully although they do not realise that sometimes they do not fully understand their work. They are responsive to teachers' questions and by Year 6 work effectively as part of a group. Pupils tend to lack the confidence to take the initiative and only once during the inspection did one pupil question the teacher's information. This was in a Year 4 session about the sounds of groups of letters, where a pupil asked for an explanation of the difference between 'heal' and 'heel.' This was given briefly but opportunities for language development were missed.

96. Pupils with special educational needs are generally well supported and make good progress in Years 1-2 and satisfactory progress in years 3-6. In years 1-4 these pupils are fully included in all activities. Lower-attainers invariably receive good planned support from either a classroom assistant or the class teacher. Older pupils with special educational needs are supported well in a separate class in reading and writing but this separation means that they lose the opportunity to develop speaking and listening skills and to extend their vocabulary by interacting with their peers.
97. Assessment procedures for writing are satisfactory and a good support system has been developed. The school has appropriately identified staff training in assessing pupils' writing as a school priority for development. A school portfolio of assessed written work is being developed. Assessment systems for reading are well established. There is no assessment system for speaking and listening and this is a major weakness in provision. Once pupils have achieved the first stages of English language acquisition there is no assessment of progress of their developing language. Consequently there is no planned programme for ensuring that attainment in speaking and listening skills moves forward. Teachers do not know which pupils from Asian backgrounds have English as their first language nor are they aware when English becomes the pupil's preferred language. Consequently assessments of whether a pupil needs support because they have special educational needs or because they have not yet mastered English are sometimes inaccurate.
98. The subject leader has shown good leadership in the past with the successful introduction of the Literacy Strategy. The current priorities for the development of the subject are appropriate. However, although the headteacher checks the quality of teaching and learning, this responsibility has yet to be taken over by the subject leaders and some of the known weaknesses in provision have not been dealt with. The results of the assessments and tests, particularly in writing, are not sufficiently well analysed by the subject leader and the results of this analysis used as a focus for staff development and for amending provision. Resources for learning in Years 1-4 are good and are satisfactory for Years 5 and 6. Although pupils use word processors in their specific information and communication technology lessons, skills learned in these lessons are rarely used to support English.

MATHEMATICS

99. Provision for mathematics is good in Years 1-4 and satisfactory in Years 5-6. By the age of seven standards of attainment are below those expected nationally although standards in mental arithmetic are at the expected level. Attainment is well below the nationally expected standard by the age of 11. In the national tests in 2001 pupils aged seven attained results that were well below the national average but average for similar schools. In the previous inspection report test results were also below average and the inspection judgement was that most pupils attained standards similar to those expected by the age of seven. In 2001 pupils aged 11 attained poor results when compared with all schools and results that were well below average for similar schools. This year group had suffered from disruptions in teaching and was the first group of 11-year-olds following the change from first school to primary school. Almost half the pupils entered the school after they had passed the age of seven and a quarter had special educational needs or were new to English. There are no clear differences between the attainment of boys and girls in lessons. The school did not reach the target of 55 per cent of pupils attaining the nationally expected level in 2001. It is not likely to reach the target of 68 per cent of pupils achieving the standard expected nationally in 2002. This target is not based on the school's assessment of attainment and is set externally.

100. By the age of seven pupils have a satisfactory grasp of mental arithmetic skills. These have improved since the previous inspection. Pupils with average and high attainment add numbers to ten quickly, and know some tables facts from the 2, 5, and 10 times tables. Almost all pupils know the value of coins to £1. They use their number skills to answer questions about money when the task is very clearly defined and becomes a routine operation. They rapidly double and halve numbers when the answer is less than 100. Pupils' limitations in their understanding of the English language are a barrier to problem solving and using their knowledge when questions are phrased in different ways. Most pupils have difficulties with work in shape and space and their recall of mathematical words is weak.
101. By the age of 11 those with high attainment have mental arithmetic skills close to the nationally expected level and some have good skills performing some basic calculations with numbers such as 29 multiplied by 52. However, other specific number skills, for example multiplying by 100, are not secure. Pupils with average and low attainment have few skills at the expected level and do not respond quickly enough to simple addition or multiplication questions. Standards of mental arithmetic in Year 5 are poor. Pupils with above average attainment for the school are working broadly at the nationally expected level in number, shape and space and data handling. Those with the lowest attainment are isolated from mainstream teaching and have very poor standards of attainment, particularly in shape and space. Pupils with average attainment are struggling to reach the standards expected, while those with lower attainment are working towards those standards normally expected in Year 4. There is little evidence in all pupils' work of problem solving, investigation or of a grasp of pattern in mathematics.

102. The quality of teaching is satisfactory. It is good or better in just over half of lessons. During the inspection one excellent lesson was seen in Year 1 and a very good lesson in Year 4. The most consistently effective teaching was seen in Years 3 and 4. This is a good improvement since the previous inspection. In all year groups except Year 1 pupils are taught in sets based on prior attainment. In all lessons the overall target is identified and made clear to pupils. Teachers have satisfactory subject knowledge. Behaviour and attitudes vary with the teaching. Where lessons are stimulating and control is firm pupils remain on task and work well. In some lessons pupils do not concentrate or listen carefully to the teacher. In the most effective mental arithmetic sessions, activities help pupils develop their skills and are short, well structured and demanding. In a very good lesson in Year 4, pupils tried to guess a hidden number less than 100 by asking if the number was higher or lower than one of their choice. The teacher carefully developed pupils' reasoning skills throughout the activity. On occasions mental activities are simply mental tests and do nothing for developing pupils' understanding. The activities just reinforce pupils' beliefs that they can or cannot do these problems. In the main part of the lesson targets for groups of pupils with different levels of attainment within the sets are not identified but in the most effective lessons work is clearly matched to pupils' prior understanding. In some sets, particularly those for older pupils, all pupils do exactly the same work, regardless of their need for extension or lack of comprehension. Although pupils with special educational needs generally make the same progress as others in their set, planning does not identify their specific learning targets, even in the withdrawal class in Years 5 and 6. Where classroom assistants support pupils, progress is good and often very good due to their preparation and their knowledge of the pupils.
103. Where pupils are taught in different groups for different subjects, there is insufficient opportunity for teachers to plan to develop mathematical skills within other subjects to meet individual or group needs. In some lessons, where the teacher or support assistant speaks the pupils' mother tongue, this is used well to both develop and assess mathematical understanding and the English language for pupils in different stages of English language development. In the best lessons there is careful development of mathematical language. Pupils are expected to respond to questions in sentences and give explanations. In most lessons key vocabulary is identified and explained but pupils are not always encouraged to use the vocabulary in context.
104. Practical equipment is used well in most classes, particularly those for younger pupils. Provision in a Year 1 class was excellent. Pupils used floor dice and footprints on the floor to help them learn to count on. Many other good quality resources such as games and laminated cards were used to reinforce understanding. In a Year 6 lesson for pupils with lower attainment small toys were used to mark points on a grid to keep the pupils' attention. As a result the behaviour of those with identified special needs for behavioural difficulties was very good and they enjoyed the lesson. A support assistant who teaches a small group of pupils identified as needing an additional boost in Year 3 makes a good contribution to the learning of these pupils.
105. Marking is variable in quality. Where it is best, it is used consistently to assess learning and understanding. Work is carefully annotated and supports pupils well. In some classes pupils mark too much of their own work and there are few examples of careful diagnosis of pupils' problems or help given them to improve. In the most effective lessons assessment, through question and answer, is used well to move the lesson on. In some classes concise individual targets for pupils to attain, based on a very clear understanding of what pupils can and cannot do, are written in pupils' books to help them assess their own learning. The practice is not consistent and in some classes the targets are too general so do not help pupils make progress. Occasional

homework is given, but homework diaries indicate that this is not a consistent or regular occurrence in all classes. Although pupils in Years 3-6 have worked on spreadsheets in their information and communication technology lessons, there is insufficient use of information and communication technology to support mathematics.

106. The teacher with responsibility for mathematics has a clear understanding of the needs of the school but the split site makes it difficult to manage all aspects of subject development. This is doubly difficult as the key inconsistencies in provision are on the opposite site to the teachers' classroom base. In the circumstances management is good. A good action plan is in place identifying the key areas for development. Much work has been done to assess the quality of teaching of mathematics and identify areas for improvement. Many teachers have attended courses, particularly those new to primary teaching and to learn about the National Numeracy Strategy. Good use is being made of external consultants to improve teachers' understanding and expertise. The results of mathematics and English tests in Years 3, 4 and 5, together with the National Curriculum tests in Years 2 and 6, have been carefully analysed and are being used to set year group targets for improved attainment. Test results are analysed to find out where there are specific weaknesses in understanding. The budget is being used well to boost the attainment of pupils. The leaking roof in the building for pupils in Years 1 and 2 affects the learning environment and teachers have to manage their lessons so that pupils do not sit on wet patches on the floor or under drips.

SCIENCE

107. Although no lessons were seen in Years 1-2 there is sufficient evidence from displays and work seen to show that the attainment of seven-year-olds matches that of pupils of the same age nationally. It is better than the national teacher assessments in the summer of 2001, when the results were well below the national average for pupils of a similar age. Standards are similar to those found in the previous school inspection.
108. At this early stage in the school year pupils at this age find out about simple physical processes such as friction. They set up a simple experiment to find out how far a toy car will travel on different surfaces and record their findings on a simple table. They make a simple circuit to light a bulb and they sort different pieces of equipment into groups according to what power source they use, battery or mains electricity. Younger children also make comparisons as they find out which paper is the most absorbent. Work completed shows that they are developing sound skills in following instructions, understanding the meaning of a fair test and talking about their findings.
109. Attainment of 11-year-olds is below that found nationally. This is better than the 2001 national test results, which were well below those of pupils of the same age nationally and in the lowest five per cent when compared with those in similar schools. At this early stage in the school year this is a much improved picture. Many pupils have difficulty in expressing themselves in English quickly enough and with enough fluency to complete tests in the time given.
110. Pupils in Year 6 understand that living things are sorted into the different groups of plants and animals and that animals are sorted into vertebrates or invertebrates. They have a developing understanding of how plants and animals depend on each other through their study of food chains in different environments. They are beginning to use scientific language to explain what happens in experiments as for example in a Year 6 lesson when different materials are heated or cooled. Pupils described what happened to chocolate when it was heated and then cooled, recognising that the changes were reversible but that when heat was applied to an egg the changes could not be reversed.

Pupils in Year 3 achieve well. They show a sound understanding of how to set up and carry out a fair test as they solved the problem of which paper would most effectively mop up spills in the school kitchen.

111. The overall quality of teaching and learning is good. This matches the judgement in the previous report for pupils in Years 1-4. The best lessons are planned with clear learning objectives, which focus on helping pupils develop sound scientific investigation skills. Teachers use carefully planned questions to develop pupils' understanding of scientific language. In a Year 3 lesson, as pupils worked to solve the problem of the best paper to mop up spills, the teacher helped pupils to identify the steps needed to carry out a fair test. As a result pupils carried out the test and put the papers in order from the most to the least effective. The use of lively strategies gains pupils' interest, helping pupils of different levels of prior attainment to make sound progress. In a Year 5 lesson, for example, this was achieved through practical demonstration of the earth's movement round the sun, making sure that pupils understood how this produces the pattern of day and night and different seasons. Although inspection evidence from the current term's work shows that progress is sound, overall planned work does not challenge the higher-attaining pupils. The planning of tasks for individual pupils is a weakness in some teaching. In addition not enough thought is given to developing pupils' spoken and written English to enable pupils to express their ideas in appropriate scientific language. This directly affects their ability to demonstrate what they know in formal test situations.
112. The recently appointed subject leaders have begun to raise the school's awareness of the need to develop pupils understanding of scientific investigation. However, they have had limited opportunities to check the attainment of the pupils and the progress they make, nor do they have a clear over-view of science in the school. The new scheme of work is helping to support teaching and learning so that pupils build on previous learning and make progress as they move through the school. There is no system in place to record what pupils can do and how they make progress over a period of time. The subject leaders have begun to gather examples of work from each year group to show this. However, this work does not have sufficient information to help this process. Recently purchased resources provide a satisfactory base in supporting teaching and learning.

ART AND DESIGN

113. The quality of work observed in classrooms and displayed around the school shows attainment matching that found nationally for pupils in Years 1-2 and a standard higher than that found nationally for pupils in Years 3-6. This matches the judgements made at the time of the previous inspection for pupils in Years 1-2. The school places a good emphasis on display in Years 1-2 and teachers show pupils' work to good effect. Work around the school shows the use of a good range of styles and media, including line drawing, painting, collage, textiles and three-dimensional materials. The work of pupils in Year 1 shows effective pictures of houses involving a range of materials, including strips of wood. Pupils in Year 2 made pictures of the 'coat of many colours' from the biblical story of Joseph, involving sewing textiles. The project was well linked with design and technology. By the age of 11 pupils produce some interesting pictures representing movement using photocopied photographs. They create pictures of faces from photographs they had collected, using media and materials they had not used before. Some of the work produced in this lesson was of very high quality and higher-attaining pupils shade with charcoal with a high level of skill and show a good understanding of perspective. In Year 5 pupils demonstrated a good understanding of the use of a wash and how to sketch. They made good attempts at reproducing texture

and were aware of the differences between hard and soft pencils and when to use them. They prepared displays for still-life drawing and annotated digital photographs for the angle and medium for reproducing these. They use their sketchbooks to record ideas and experiments before finally tackling their work. Attainment of pupils with special educational needs is similar to that of the other pupils.

114. As only one lesson was observed in Years 1-2 no judgement has been made on the quality of teaching for these years. Teaching in Years 3-6 is very good. In the lesson in Year 1 the teacher gave a clear presentation to her class of how to use a soft pencil to shade. This very good teaching enabled pupils to make very good progress in using this technique. Learning was well supported by a bilingual assistant who gave explanations for those who needed them. Teachers have a good knowledge of their pupils and provide activities well suited to their needs. They communicate ideas clearly and effectively and encourage discussion of the work that is underway and this improves learning. In one lesson with Year 6 pupils, homework was set where the pupils had to collect photographs of different facial expressions. The teacher asked pupils to use these to create chalk and charcoal pictures on textured paper and, because of the personal interest, pupils worked and achieved well. Teachers support pupils with special educational needs and those with English as an additional language appropriately. They were particularly good in stimulating critical discussion with the pupils about their work, helping to develop the language skills of those who have a limited grasp of English. All pupils enjoy the subject and respond well to the interesting tasks offered, working independently and behaving well. Some pupils in Years 5 and 6 do not work with their class and do not receive the same interesting experiences, as they are withdrawn for most of the time into a special group.
115. The two subject leaders provide satisfactory management of the subject. They have a great enthusiasm for art, although one has had no specific training. They have not yet been given the opportunity to check the quality of teaching across the school, but they check teachers' planning and the work produced by the pupils. The recently produced scheme of work is becoming effective in improving the quality of the subject and teachers' skills. The school's policy for checking and recording pupils' attainment and progress has not yet been implemented. Some links are made with other subjects and pupils learn of the work of famous artists. There is no systematic planning for pupils to learn about art in different cultures. Information and communication technology is used on occasions to support the subject, for example in designing wrapping paper using repeating patterns. Art and design makes a satisfactory contribution to pupils' cultural development. Resources are satisfactory to meet the learning needs of the subject.

DESIGN AND TECHNOLOGY

116. During the inspection it was possible to see only one lesson and this was in Years 3-6. However, from discussions with teachers and analysis of planning and pupils' work, the evidence is that attainment is as nationally expected for pupils by the age of seven and below average for pupils at the age of 11. This is an improvement on the previous inspection for pupils in Years 1-2 when attainment was below that found nationally. As pupils move up the school they are beginning to develop a sound understanding of the process of developing ideas and designing and making. They experience a suitable range of materials, tools and techniques. Pupils in Years 1 and 2 find out which plastic bags are the strongest. They find the best way to join materials as they make Joseph's multi-coloured coat. They design and make teddy bear masks and use a good range of construction kits to build models. Pupils in Year 4 examine a range of money containers. They make simple drawings to show their design. In Year 6 pupils design a toy using a simple movement device called a cam. They make careful drawings to show how the mechanism works and list the materials required to produce a finished model.
117. No overall judgement has been made on teaching. In the one lesson seen, in Year 5, the quality of teaching was good. Planning was good and objectives shared with pupils so that they know what is expected of them. A well-organised lesson, with a clear focus on solving problems, helped pupils work well together to make the models they have designed. Individual pupils are given good support as the teacher discusses what is happening with small groups of pupils, helping them to talk about and evaluate their work.
118. The subject leader has set up a resource file for each age group in order to develop the subject. The recently introduced scheme of work is helping the school to begin to improve the process of planning, designing and making that was a weakness in the previous inspection report. However, this important process is currently at a similar level throughout both Years 1-2 and Years 3-6 and is not extended or developed enough for pupils to make more progress as they get older. The evaluation part of the process is too limited in Years 3-6 and not enough time is spent on this to make sure that pupils can explain how their designs work and how they can be improved. Currently the school system for checking pupils' attainment and progress or the quality of teaching of design and technology to make sure pupils achieve appropriately has not been implemented. Resources are satisfactory for learning in the subject. As yet information and communication technology is not used to support design and technology.

GEOGRAPHY

119. It was not possible to make a clear judgement on either attainment or teaching in geography as it was not being taught at the time of the inspection and no pupils' work was available for scrutiny. Geography is taught in all years later in the year. Information for the report comes from schemes of work, the interview with subject co-ordinators and a survey of resources.
120. The school's planned programme of work for the subject indicates that the latest national guidelines are followed closely. The planning takes account of the need to develop pupils' geographical skills in fieldwork studies, the accurate location of places, and the proper use of maps, globes and compasses. It also specifies the geographical vocabulary with which pupils should become acquainted in the various study units. For pupils in Years 1 and 2, learning is enhanced by out-of-school visits. For example,

pupils in Year 1 make trips to local farms, visit a local park to consider the changing seasons and go to Hebden Bridge to study different modes of transport. Pupils in Year 5 visit woods close to the school for their study of rivers. Foreign countries and particularly their climates and how people live are learned about in Years 1-2 through following the travels and adventures of 'Barnaby Bear', mainly through discussion in assembly. Displays of his travels support this learning. During the inspection pupils were excited and interested when a Nigerian teacher dressed in costume and showed photographs of life in Nigeria.

121. Management of the subject is in the very early stages of development, especially in the checking of the quality of teaching and the implementation of the assessment policy. The teachers with this responsibility have a shared commitment to improvement and clear views as to the improvements that they wish to make. Information and communication technology is not used to support geography at present. Resources are satisfactory. There is an adequate supply of globes, maps, atlases, and photographs although some of the atlases are out-of-date.

HISTORY

122. Attainment of pupils aged seven and 11 is similar to that found nationally and this matches the findings of the previous report. There was insufficient evidence to judge the attainment of pupils in Years 3-6. Pupils achieve well throughout the school due to their very good attitudes to learning and the good standard of teaching. Pupils with special educational needs make good progress in their work in the subject under the close guidance of support assistants and with the use of learning resources adapted to suit their level of prior attainment.
123. In Years 1 and 2, pupils are introduced to various aspects of history. They place significant events in their own lives within a time frame. They make interesting comparisons about life in Victorian times and the present day. For example, they make comparisons between children's lives, the appearance of kitchens and the methods of washing clothes. Learning is good as pupils are fascinated by these differences and the demonstration of various objects of historical interest supported this learning well.
124. In Years 3-6, pupils study the Vikings, the Tudors, the Ancient Greeks and Egyptians and extend their work on Victorian England. In Year 3 they improve their understanding of chronology by making a time chart showing a few of the major landmarks of development between the birth of Christ and the 1990s. In Year 4 they gain a good knowledge of the personality and lifestyle of Henry VIII and his wives. In Year 5, an appreciation of developments over time is enhanced by the study of the life of a handloom weaver and the great changes that the coming of machines brought in his life. In Year 6 pupils become more aware of similarity and difference in history as they study Ancient Greece and contrast the life of the Spartans with the greater openness to trade and cultural influences of the Athenians. Pupils at differing levels of prior attainment write about the subject with an improving standard of literacy.

125. The overall standard of teaching is good. Most teachers have a secure knowledge of the subject. Their questioning of pupils is designed to extend historical thinking. Good use is made of objects of historical interest to make the subject 'come alive'. In a Year 2 lesson the teacher read from a book about the life of a girl in Victorian England. The questions she asked, 'Do you have to make a younger brother or sister's breakfast?' 'Do you work in a mill?', 'Do you think Mary had much time to play?', were well designed to help pupils appreciate the considerable demands that were often made of many children in the nineteenth century. The teacher also dressed one girl in a pinafore to give pupils an idea of the smocks worn by mill girls. Teachers in Years 1-2 have high expectations of pupils in their questioning, not accepting answers that are inadequate or only partially correct but helping pupils to give better and fuller responses. In a Year 3 lesson in which some objects relating to the Vikings were shown to the class, pupils were asked to distinguish between 'natural' and 'man-made' and showed good gains in understanding. Good use is also made of worksheets to match differing levels of prior attainment. In a good Year 4 lesson on Anne of Cleves, higher-attainers wrote independently whilst average attainers wrote the correct sentence about her from a choice of three. Lower-attainers and pupils with special educational needs cut out and pasted into their notebooks some statements about Anne according to whether they were true or false. This planning allowed all three groups of pupils to make good gains in knowledge and understanding. In one lesson, there was an unsatisfactory use of time when pupils were given too long to complete their task work and in consequence some became restless. Pupils at all ages show a very positive attitude to the subject as it is made interesting for them. They are keen to learn, concentrate well and try to attain a good standard of work presentation in their notebooks. Year 6 pupils in particular present their study of Ancient Greece in a variety of styles that includes notes, maps, coloured photographs and cut out sketches of Greek citizens and soldiers.
126. Management of the subject is in the early stages of development. Checking of the quality of teaching and learning does not yet take place. The implementation of the school's policy for assessing pupils' attainment has yet to be achieved. Information and communications technology is only used to a limited extent to support the subject. Resources are good in both quality and range and are supplemented by frequent loans from the schools museum service. Pupils' learning is enhanced by visits, for example, to an industrial museum in Year 2, the Viking museum at York in Year 3 and a Tudor manor house in Year 4. There are interesting displays of pupils' work in the subject in the school hall as well as in classrooms. The subject makes a good contribution to pupils' cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Standards in information and communication technology are broadly the same as those expected nationally in Years 1-2. This judgement matches that of the previous inspection for Years 1-2. In Years 3-6 standards match those found nationally in the aspects taught so far but pupils have not yet had opportunities to measure changes in experiments or to send and receive electronic mail. These aspects are planned for later in the year. The loss of the computers for some considerable time last year, as a result of an incident beyond the control of the school, slowed development and pupils lost some ground as a result of this but the school is working hard to make this up. All records of work were wiped from the computers.

128. By the age of seven, pupils write and correct short passages using a word processor and use a computer to create pictures. They program a simple robot to travel a pathway. By the age of 11, pupils use a word processor effectively and choose the style of appearance of their text by selecting features such as fonts and alignment. They use a desktop publishing program satisfactorily to create work using text and pictures. They can use a spreadsheet to enter data, add up or average lists of numbers. An understanding of the role of information and communication technology in society is gained when pupils in Years 1-2 use tapes and headphones to listen to stories and pupils in Years 3-6 use the computerised library. Because the computer suite has not been in operation for much of the past year, they have not yet had time to develop higher levels of skills. Despite this, achievement for pupils up to the age of 11 is good.
129. No overall judgement was made on teaching for Years 1-2. Teachers of pupils in Years 1-2 use information and communication technology both for specific lessons in the classroom and for supporting other subjects. During the inspection, only one lesson was observed where the subject was being taught specifically and in other lessons pupils were using the computer as a part of mathematics. The subject was being taught to a group of pupils by a learning support assistant and had been planned by the class teacher. Pupils learned sets of instructions about how to use a cassette recorder. For pupils in Years 3-6, the teaching is good in the lessons in the computer suite. Teachers know their pupils well and have good relationships with them. Lesson planning is good and the work matches the needs of the pupils. In one very good lesson, the teacher was teaching a class of Year 5 pupils how to enter data in a spreadsheet and add up a list of numbers. This work was presented very effectively, using the projector and pupils recalled well the aspects they had learned in the previous lesson. When pupils are working on the computers, teachers and classroom assistants monitor and support them well. Classroom assistants are used effectively to support both pupils with special educational needs and those pupils learning English as an additional language and learning improves because of this support. In one lesson, the classroom assistant was usefully translating the pupil's instructions for a pupil. The organisation of the computers into a suite is providing good opportunities for learning and this was evident in the skills being developed. Pupils have no anxieties about using the technology and they sustain concentration, listen to their teachers and then get on with their work. They clearly enjoy opportunities to use the technology and get considerable benefit from it. They log onto the computers and access work done previously. Pupils with special educational needs or those with English as an additional language learn at the same rate as the other pupils. The learning of a few pupils with physical and communication needs is well supported by the provision of laptop computers.
130. Teachers are generally confident with using a small range of applications on the computers. However, as yet they have not all been fully trained to use all the technology. Special grants are used well to fund this training and this is taking place at present. Information and communication technology is not yet used enough to support other subjects.
131. The subject leader has only recently been appointed and has not had time to have an effect on teaching and learning in the subject. She has yet to be fully trained in the subject and in her leadership role but is enthusiastic and keen to learn. The assessment policy is not yet implemented. The school has only recently been connected to the Internet. A draft policy for Internet use is in place and access is screened by the local education authority to prevent pupil access to unsuitable material. Technical support is available to assist with management and maintenance of the

computer facilities and this is much appreciated by the teachers. The school has an adequate range of computer software but there is little specifically targeted to assist pupils with special educational needs or with English as an additional language. There is limited use of the computer suite to develop work in other subjects with pupils in Years 3-6 and there are no computers in classrooms in Years 3-6.

MUSIC

132. Only one lesson of music was observed in the Year 1 and 2 classes, so evidence for standards in this subject at this stage is limited. However, curricular planning and discussions with teachers show that standards are typical of those expected nationally for pupils of this age. These standards have been maintained since the previous inspection. In Years 3-6 standards also match those for pupils of the same age. The quality of pupils' understanding of pitch, pulse and dynamics is good. The use of a visiting specialist teacher for teaching music has a very good effect on pupils' enjoyment, listening skills and enthusiasm for music.
133. Pupils in Years 1-2 have learned how to combine pulse and rhythm and although they can recall rhythmic patterns they sometimes find them very challenging to copy. In one lesson pupils chose percussion instruments to illustrate the story 'Peace at Last'. They make good choices, listen well and play in the appropriate place. During a wet playtime pupils enjoy singing. They sing a range of songs. They know the words, listen carefully and sing in tune.
134. In Year 4 pupils are able to keep a steady beat, clap and identify repeat patterns when listening to music. They use tuned and un-tuned percussion instruments in playing simple accompaniments to singing. In Year 5 pupils achieve well. They understand harmony and sing different parts in a round. In Year 6 pupils follow notation, recognising rhythm and pulse. They show good understanding of rhythm, pitch and dynamics as they combine rap and singing in a round about Farnham School.
135. No overall judgement can be made about the quality of teaching for Years 1-2 but in the one lesson seen the teaching was good. The lesson was well planned and enabled pupils to enjoy good musical experiences. The lesson made good links with pupils' learning in English as they explored the story 'Peace at Last' in speech and sound. All teaching of music is undertaken by the same teacher, which gives pupils a secure musical foundation. In Years 3-6 teaching and learning are very good with some excellent aspects. It is carried out by a visiting specialist teacher and is a strength of the school. Lessons are very well planned. They are extremely lively and have excellent pace so that pupils are very involved in every aspect of the lesson. In lessons where class teachers are present good teamwork improves pupils' learning, shown for example in Year 4, where the teacher supports the band whilst other pupils sing and in Year 6 as different groups of pupils sing and rap in a round.
136. Music is managed satisfactorily. Time made for specialist teaching has ensured pupils make good progress overall. Subject leaders have a clear view of music in the school. They are aware of the need to link music to other subjects. However, as most teachers are not involved in the teaching of music, little has been done to extend the teaching of music outside the one lesson per week. This limits pupils' opportunities to explore music in a wider context and fails to build on the good foundations that are being established. Systems for checking and recording pupils' attainment are not yet in operation. Resources are satisfactory for learning to take place. Information and communication technology is not yet used to support the subject. The subject makes a good contribution to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

137. Standards in physical education are similar to those found nationally at the ages of seven and 11. This is similar to the attainment found at the ages of seven at the time of the previous inspection. There are no difference in standards between girls and boys, who are both equally well included in all activities. In most lessons pupils with special educational needs are included well but those who have a physical disability are excluded from some lessons and are not always provided with alternative physical education experiences.
138. The quality of teaching and learning in Years 1-2 is satisfactory. In dance pupils in Year 2 worked carefully, trying to interpret the music and to move in time to the rhythm. They work well in pairs accommodating the movements of their partner. Pupils were not sufficiently stimulated by being shown models of good practice or by having the opportunity to acquire and develop skills and to explore and move freely in response to the music. In the other lesson pupils demonstrated satisfactory skills in throwing beanbags into hoops. Pupils with special educational needs were well included and supported by a teaching assistant.
139. Teaching and learning are good overall in Years 3-6. Dance and rugby were both taught by specialist teachers, the dance teacher visiting the school from the local secondary school as part of a liaison programme. These teachers are knowledgeable and are able to develop pupils' skills, knowledge and understanding appropriately. They teach lessons that are carefully planned through a series of activities and their expectations are high. Consequently pupils make good progress. In a Year 5 dance lesson pupils' efforts were constantly extended and they were able to memorise a series of moves and sequenced actions. This resulted in all pupils participating in a full performance although unfortunately this was not planned to be shared with others in the school. In the games lesson pupils were taught well through demonstration and practice so that they can handle a rugby ball with suitable skill as they take part in a series of simple team games. When non-specialists are teaching the standards are satisfactory and pupils are encouraged to measure their pulse rate after exercise but they are not given individual encouragement to improve their performance.
140. Pupils in Year 5 have an 18-week block of swimming tuition. For most pupils this is their first visit to a swimming pool. Pupils can only enter the pool for half the allotted time, as the numbers of non-swimmers in the shallow end is too great for all the pupils to enter the water. This is insufficient time for most pupils to be able to learn to swim. Last year only two pupils achieved their twenty-five-metre badge. One of these pupils has physical learning difficulties and regularly uses the pool of the local special school.
141. The subject is well planned and links to other areas of the curriculum such as art, science and health education are identified in the planning. The school has a shortage of outdoor space for sports and games and the subject leader hopes to make an arrangement with a local secondary school to use some of their facilities. As a consequence of the reorganisation of the school, some of the school's gymnastic equipment, as it is in the building for Years 1-2, is not available pupils in Years 3-6. This puts a considerable restriction on the learning and the range of experiences offered.

RELIGIOUS EDUCATION

142. No judgement was made on the attainment of pupils at the age of seven since no lessons were seen for pupils in Years 1-2 and very written little work was available as

these pupils are not ready to record their learning in this form. Planning indicates that these pupils learn about belonging to families and religious communities and also about special days and their celebrations in many faiths. Display shows diva lamps and Divali cards made as part of a study of the Hindu faith.

143. The attainment of pupils by the age of 11 matches the requirements of the locally agreed syllabus. In Years 3-6 pupils achieve well due to the good standard of teaching that they receive and their very good attitudes to learning. Pupils with special educational needs make good progress in lessons with close guidance and help from support assistants and through being able to use learning resources matching their level of prior attainment. From Year 3 to Year 6 pupils study the buildings, ceremonies, festivals and sacred texts of different faiths. In Year 3, they learn about the Hindu festival of Divali and gain an accurate knowledge of the Five Pillars of Islam: higher and average-attaining pupils know these well and lower-attainers remember a more limited range of facts. In Year 4, pupils make a satisfactory comparison of some of the major festivals of Christianity, Islam and Judaism. In Year 5, they look at the creation stories within Christianity and Islam and also consider the Maori and Hindu versions of these, broadening both their spiritual and cultural awareness. In Year 6, they are introduced to the concept of value and come to appreciate the distinction between the things that people value that can be bought and those which cannot be bought. They also gain an insight into the different reasons for prayer and become aware of some of the beliefs about God in different faiths such as forgiveness of sins and the bestowal of happiness. Pupils in a higher-attaining group presented their own prayers confidently and showed a good understanding of the role of faith in daily life. Pupils are always keen to participate fully in their lessons, offering to answer questions and to read out their work whenever they are asked. Their behaviour is very good and they maintain concentration throughout lessons. This was particularly evident in a Year 3 class where pupils were watching a video recording about the meaning of Ramadan, because the recording was well chosen and lively and took the form of a song.
144. The quality of teaching is good in Years 3-6. No lessons were observed in Years 1-2. Teachers have a secure knowledge of subject. Lesson plans state clear objectives and these are communicated to pupils at the start of lessons, providing a clear focus for their learning. Teachers are skilled in the management of pupils and enjoy good working relations with them. The range of resources that they use, including video recordings and objects of religious significance, promotes a high level of interest in the subject. High expectations are also a feature of some lessons, especially where the understanding of key vocabulary is concerned. In a Year 3 lesson, pupils were helped to explain the meaning of 'obedience' and 'self-sacrifice'. In a Year 6 lesson, 'forgiveness' and 'everlasting' were highlighted as key concepts. However, in some lessons tasks are not challenging enough and time is wasted in copying out and colouring-in.
145. Co-ordination of religious education by the subject leaders is in the early stages of development and not yet satisfactory. They have yet to implement the school's agreed policy for checking the levels of pupils' attainment and for observing and improving the quality of teaching and learning. Learning resources are good and make a good contribution to pupils' interest and progress. Learning in Years 1-2 is enhanced by visits to a mosque, gudwara and a church. Information and communication technology is not yet used to support the subject. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.