

INSPECTION REPORT

**BURNLEY BROW COMMUNITY PRIMARY
SCHOOL**

Oldham, Lancashire

LEA area: Oldham

Unique reference number: 105680

Headteacher: Mrs. M. Haddock

Reporting inspector: C.D. Loizou
18645

Dates of inspection: 2 – 5 October 2001

Inspection number: 195407

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and junior |
| School category: | Community |
| Age range of pupils: | 3 to 11 |
| Gender of pupils: | Mixed |
| School address: | Victoria Street Off Burnley Lane Chadderton Oldham |
| Postcode: | OL9 0BY |
| Telephone number: | 0161 911 3137 |
| Fax number: | 0161 911 3147 |
| Appropriate authority: | Governing body |
| Name of chair of governors: | Mrs. S. King |
| Date of previous inspection: | 18 March, 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|---------------|----------------------|---|---|
| 18645 | C.D. Loizou | Registered inspector | Mathematics Information and communication technology Physical education | How high are standards? How well are pupils taught? How well is the school led and managed? |
| 19430 | T. Hall | 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? |
| 23112 | M.A. Mackay | Team inspector | Equal Opportunities Special educational needs English Art and design | How good are the curricular and other opportunities offered to pupils? |
| 18340 | M.E. Phillips | Team inspector | Foundation stage curriculum Design and technology Music | |
| 15941 | C.R. Phillips | Team inspector | Science Geography History Religious education | |
| 22396 | J. Young | Team inspector | English as an additional language | |

The inspection contractor was:

Sandfield Educational Consultants, 16, Wychwood Drive, Trowell Park, Nottingham, NG9 3RB.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

At the time of the inspection the school had re-located into a brand new building. The school was formerly known as Eustace Street Primary School and after re-location has been re-named Burnley Brow Community Primary School. The school has 306 pupils on roll between the ages of four and eleven years, which is above average in size. There are also 45 full-time three-year-old children admitted to the school's Nursery. The school was last inspected in 1997 and, apart from the recent move into the new building, there have been no significant changes in the size and composition of the school. The percentage of pupils eligible for free school meals is 58 per cent, which is well above the national average. Thirty per cent of pupils are on the school's special educational needs register, which is above average and less than one per cent have statements of special educational need (SEN), which is low compared to most schools. A very high proportion of pupils (97 per cent) speak English as an additional language and 60 per cent are at an early stage of English language acquisition. Nearly all (95 per cent) of the families originate from Bangladesh so that the main home language is Bangla. Some pupils speak Urdu and very few (two per cent) of the pupils are of white heritage. Every September the school admits up to 45 four-year-olds into its Reception classes and all have attended the school's nursery. Initial assessments of the children when they first start school show that the proportion who have typical or better attainment for their age on entry is well below average. The school receives additional funding for bi-lingual support staff who are deployed across the school to support the large number of pupils who speak English as an additional language.

HOW GOOD THE SCHOOL IS

This is a very good school with excellent features. The pupils achieve very well because the teaching is very good with a significant proportion that is excellent. There is excellent leadership and management provided by the headteacher and senior staff. Standards have improved and are above average in mathematics and science and average in English. The pupils have made very good progress, especially since nearly all of them started school in the early stages of learning English as an additional language. The teaching is very effective, as it enables the pupils to achieve very well and there is excellent bi-lingual support together with very effective support provided for the pupils with special educational needs. The school provides very good value for money.

What the school does well

- The pupils' achievement in English is very good. Standards in mathematics, science and art and design are above those expected by the age of eleven.
- The provision for children in the Foundation Stage is of high quality with many excellent features.
- The teaching is very good and is having a direct impact on raising standards; the pupils' achievements and their personal development; and the excellent relationships evident throughout.
- The headteacher and senior staff provide excellent and very effective leadership.
- The provision made for pupils learning English as an additional language is excellent.
- The curriculum for all pupils is very good. It is rich, broad and provides effective practical first hand experiences for the pupils.
- The provision made for the spiritual, moral, social and cultural development of the pupils is excellent.

What could be improved

- Standards in information and communication technology could be higher.

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 March 1997 when it was called Eustace Street County Primary School. It has made very good progress since then. The headteacher, staff and governors have addressed the issues raised, particularly in improving curriculum planning. Teachers plan very effective lessons and, as a result, standards have improved significantly. Although the information and communication technology curriculum (ICT) has improved, as well as good improvement to ICT resources, standards in the subject have risen steadily but are still not high enough given that the pupils achieve so well in other subjects. The management of the school has ensured that school improvement is a continuous process. Consequently, the capacity for the school to improve further is excellent. There has been excellent leadership by the headteacher who, together with a very effective senior management team, has focused on raising standards in the core subjects of English, mathematics and science. Consequently, the school's priorities for improvement have been very effective as standards have risen year on year with rapid improvement in mathematics and science standards and steady but consistent improvement in English standards. The recent move to the new purpose built site has improved resources and accommodation significantly.

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 |
| | 1999 | 2000 | 2001 | 2001 |
| English | E | E | B | A |
| Mathematics | C | D | B | A |
| Science | B | D | C | A |

Key

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

(The "similar" in the table above refers to the percentage of free school meals and not the size of the school.)

The large majority of children starting school in the Reception year are in the early stages of English language acquisition and, consequently, standards are well below average for their age. They make rapid progress in the Nursery and very good progress in the Reception classes in most areas of learning but standards overall are still below those expected for their age when they finish the Reception year. In their personal, social and emotional development, the children reach the standards expected for their age by the time they begin Year 1. Infant pupils achieve standards in writing, mathematics and science below those expected by the age of 7 as most of them are still learning English as an additional language. The National Curriculum test results in 2001, although an improvement on the previous year, were well below the national averages in reading,

writing and mathematics. The findings of the inspection indicate that currently standards are broadly in line with the test results.

Test results for 11-year-olds confirm that there is a rising trend in standards. Last year's test results (2001) show that standards in English and mathematics were above the national average and in science, they were average. In all three subjects the results were well above those found in similar schools. The results improved considerably on the previous year with a significant number of pupils achieving the higher Level 5 in the tests. Over half of the pupils achieved Level 5 in mathematics and science and nearly a quarter of them achieved this level in English. The school exceeded its targets for English and mathematics. The standards found during the inspection reflect the very good progress that is made by the pupils since they joined the school. Standards in English are broadly in line with those expected by the age of eleven. In mathematics and science, standards are above those expected. The higher than average proportion of pupils with special educational needs and those learning English as an additional language throughout the school make very good progress because they receive effective support. Standards in information and communication technology are in line with those expected by the age of eleven but they could be higher. Standards at age seven and eleven in art and design are above those expected for pupils of this age. This is mainly attributable to the very good teaching and the well planned curriculum. In other subjects, the pupils achieve standards that are in line with those expected by the age of seven and eleven, except in geography, history and religious education at the age of seven, where standards are below those expected for their age.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | The pupils' attitudes to learning, to school and to each other are very good. They try hard, enjoy learning, apply themselves well and co-operate with others very well. |
| Behaviour, in and out of classrooms | The standard of behaviour is very good. This is helping the pupils to make rapid progress in an orderly and effective learning environment. There have never been any exclusions from the school. |
| Personal development and relationships | This is excellent. The pupils show maturity and relationships are excellent across the school. Older pupils support and help younger ones. |
| Attendance | Attendance levels are below average but improving well each year. Unauthorised absence rates are too high. This is unsatisfactory. |

TEACHING AND LEARNING

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

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

The teaching is very good overall and ranges between satisfactory and excellent. This is a good improvement since the previous inspection. More could be done to improve the effectiveness of the teaching of ICT so that standards rise further. Computer resources have improved recently so that teachers are now better able to teach basic computer skills effectively. Standards in mathematics and science are above those expected because the teaching provides challenging and practical activities. Literacy lessons are taught very effectively. In reading, the pupils make rapid progress and their language development has improved considerably because of the excellent provision made to support the pupils learning English as an additional language. The pupils who have special educational needs are very well taught, enabling them to make very good progress. In the Nursery and the Reception classes, the teaching is very effective in developing early reading, writing and numeracy skills. In the rest of the school, teachers plan their lessons very well, building on the work already done. In some lessons, activities could be more challenging when the pupils work independently or in groups. More able pupils are closely targeted and monitored by teachers. Consequently, an increasing number of pupils are achieving higher standards than expected for their age. The pupils in Years 1 and 2 make good progress because the teaching is good with very good features. In Years 3 to 6 the teaching is very good with many excellent features because the work provided for the pupils is challenging, practical and is usually consolidated with additional work or homework. Art and design is very well taught.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The curriculum is very good. There are many opportunities for the pupils to experience a rich programme of practical and relevant activities and tasks. In the Foundation Stage, the curriculum is stimulating and improves basic skills. |
| Provision for pupils with special educational needs | The pupils receive very good support. The pupils with learning difficulties are identified early and are provided with effective support. |
| Provision for pupils with English as an additional language | Nearly all the pupils speak another language as well as learning English and excellent provision is made for them through bi-lingual support, focused teaching and accurate assessments are made of their progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision is excellent and is supported through appropriate daily acts of collective worship. Art and design and music make a significant contribution to the pupils' spiritual, social and cultural development. Excellent provision is made for the pupils' personal development. |
| How well the school cares for its pupils | There is a very good level of care provided and effective assessments are used to inform teachers' planning and target setting. |

Parents believe this is a very good school and they feel that that they are very well informed about their children's progress and the topics their children are studying. Regular information about the curriculum and school events are welcomed by parents and the large majority are very pleased with the school's curriculum. They are particularly pleased with the extended homework arrangements provided by the staff if families have to visit relatives

in Bangladesh. The school is very successful in developing effective links with other schools and institutions.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher, deputy headteacher and senior staff provide excellent leadership. There are well established routines and effective policies. The staff work closely with the headteacher to monitor lessons and pupils' work. |
| How well the governors fulfil their responsibilities | The governing body provides very good and effective support. They work closely with the school and its staff and understand their roles. The annual report to parents has some omissions which must be addressed. |
| The school's evaluation of its performance | This is very good because there are clear priorities in the school development plan with excellent curriculum action plans and reviews of progress that include sharp analyses of standards and effectiveness. |
| The strategic use of resources | There are very clear spending priorities. Finances are managed very well ensuring that the pupils benefit from the most effective resources in a positive and supportive learning environment. |

The school's accommodation is very good and would be excellent but for the size of its hall which limits the school's ability to have whole school functions and activities for all the pupils and their parents together with the staff. The new library and ICT suite are excellent facilities and are very well located. The governors and headteacher have managed the move from the old school very well given the difficulties presented when taking over a new and large site.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Their children like school. • Their children make good progress and are well behaved. • The teaching is good. • The school expects children to work hard. • They feel comfortable approaching the school. • The school is well led and managed. • The school is helping their child become mature and responsible. | |

Parents are very pleased with the way the headteacher manages the school. They find that the staff are approachable and are pleased with the way they are informed about the progress their children make. Inspectors support these views. Parents are also pleased with the amount of homework their children do and inspectors agree that homework provision is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the Nursery the children's attainment is well below that expected of children this age. A large proportion of children who first start Nursery, or who join the school's Reception classes, are at the very early stages of English language development. Nearly all have experience of another language, usually Bangla, and there are some Urdu speaking children. The children make very good and rapid progress in all areas of learning except in their personal and social development where they make excellent progress. By the time they start the Reception year, standards are understandably well below those expected in speaking, reading, their knowledge of letter sounds and in their mathematical development. Approximately 30 per cent of the pupils are identified as having special educational needs, which are mainly associated with language difficulties and speech. They have made very good progress in their personal development and show very good attitudes to learning which is helping them to settle quickly into class routines. The children make very good progress throughout the Reception year so that by the time they start Year 1, their attainment is just below the standards expected of children this age in all areas of learning, except in personal, social and emotional development where the children reach the standards expected by this age. The school has improved well on the standards found in the previous inspection and there has been very good improvement in the effectiveness of bi-lingual teaching which has enabled the children to make rapid progress in all areas of learning throughout the Foundation Stage.
2. The standards achieved by the majority of seven-year-olds in the 2001 National Curriculum tests and assessments were well below the national average in reading, writing, mathematics and science. Compared with similar schools, results were well below average. Standards appear to be too low, but the pupils are still developing their language skills. The results are an indication of how difficult the pupils find the tests as they have to read and interpret language which is not familiar to them at the age of seven. Consequently, very few pupils achieved the higher Level 3 in the tests, reflecting the fact that nearly all the pupils are coming to terms with spoken English, reading and writing. The test results in 2001 show improvement on the previous year, particularly in mathematics and writing, although standards are still well below average by the age of seven. The pupils are making good progress throughout Key Stage 1, reflecting the good teaching and the focus on basic language skills as well as the development of numeracy and science. Bi-lingual support is very effective as it is helping the pupil to learn basic skills by combining their home language and spoken English. This is particularly effective in the very good progress made in speaking and listening. As a result, the pupils are beginning to understand what they read and, although the pupils do not reach the standards expected for their age by the end of the two years of Key Stage 1, a lot of groundwork has been laid so that the pupils are better able to cope with language, literacy and numeracy in the early part of Key Stage 2. Inspection findings are similar to last year's test results as standards are below those expected by the age of seven in reading, writing, mathematics and science.
3. Test results for eleven-year-olds in the 2001 national tests show very good improvement and progress on the previous year. The results show that standards

rose to above the national average in English and mathematics and were average in science. Compared with similar schools standards were well above average in English, mathematics and science. The 2001 results show significant improvement because 83 per cent of the pupils achieved or exceeded the expected standards for their age in English and mathematics, and 93 per cent of them did so in science. More importantly, over half reached the higher level (Level 5) in mathematics and science and nearly a quarter reached this level in English.

4. Current standards for Year 6 pupils reflect this trend of improvement. Standards in English are broadly in line with those expected by the age of eleven. In mathematics and science, standards are above those expected. The pupils are making very good progress in all three subjects. Using the school's accurate targets, standards are rising as more focused and targeted work is provided to ensure that a significant proportion of higher attaining pupils achieve higher than expected levels for their age. In every year group throughout Key Stage 2, up to 30 per cent of the pupils are on the school's special educational needs register. They make very good progress in relation to prior levels of attainment on entry to the school. Standards are improving very well in Key Stage 2 because of the very effective teaching; the close and accurate monitoring of pupils' performance; the targeting of individual pupils so that teachers are best able to support and improve their performance; and the excellent management of assessments that enables the school to set challenging targets for all the pupils in the core subjects of English, mathematics and science. The targets agreed with the Local Authority in English and mathematics were exceeded in 2001. There is no significant difference between the attainment of boys and girls.
5. The school's thorough analysis of test results shows that the pupils who joined in the Nursery and Reception year have made good and sustained progress through Key Stage 1 and, as the curriculum becomes more complex in Key Stage 2, their much improved language and mathematical skills enable the pupils to make rapid progress. The school's policy towards the provision of bi-lingual support workers and the deployment of staff who support the pupils for whom English is an additional language, is extremely effective. This is an excellent example of how all the pupils throughout the school can be supported so they achieve standards that compare very well with all schools and particularly well with similar schools.
6. Standards in information and communication technology (ICT) are in line with those expected nationally by the age eleven but they could be higher given that the pupils achieve so well in other subjects, particularly in English, mathematics and science. The pupils make good progress in ICT because opportunities are provided for the pupils to learn basic computer skills now that the school has improved its resources. There has been good improvement since the last inspection because new resources have kept up with the demands of new technology, for example, the establishment of a designated ICT room. As a result, the pupils now have good access to computers, digital cameras, tape recorders and robotic devices, enabling them to make good progress. Early indications are that standards will improve further and are likely to be above those expected when the impact of current good practice takes effect. However, since the last inspection, a slow start was made so that standards were improving too slowly compared with the rapid improvements in other subjects. The school has rightly put the development of ICT as a priority in its school development plan. The teaching and learning seen during the inspection indicate that the pupils are making good progress and the school hopes to improve

standards further more rapidly now that there is an effective ICT policy and curriculum with much improved resources to support the pupils' learning.

7. Infant pupils make good progress and junior pupils make very good progress in English, mathematics, science, art and design, design and technology, physical education and religious education. Both infant and junior pupils make good progress in ICT and standards are below those expected at seven and in line with expectations at eleven. Standards by the age of seven are below those expected in all subjects except art and design where standards are above those expected of seven-year-olds and in design and technology, music and physical education where the pupils reach the standards expected at seven. Standards by the age of eleven are above average in mathematics, science, and art and design. In other subjects the pupils reach the standards expected for eleven-year-olds, including religious education where they meet the standards set out in the locally agreed syllabus. Art and design is a strong feature of the school's provision and it has developed a good reputation as a result. It is very well taught and the pupils develop a very good range of art and design skills.
8. Pupils with special educational needs throughout the school make very good progress in their learning. The school supports and encourages these pupils very well and the identification of support for groups and individual is very effective. The provision made for pupils who are in the early stages of English language acquisition is excellent, enabling the pupils to make very good progress in language development. This is having a very significant impact on learning and the progress the pupils make in all subjects. The senior management team, including the special educational needs co-ordinator and co-ordinator responsible for the provision of English as an additional language throughout the school have a direct input into the teaching so the pupils can be monitored closely. The pupils have very good support in lessons, support groups and in individual work. They are fully included in the life and work of the school so that the principles of educational inclusion apply well. The outcomes are very positive as a significant proportion of pupils are in line to achieve the expected standard for their age by the end of both key stages. Most of the work being done with the pupils focuses on language skills, as this is an area that greatly affects attainment across the school. This is clearly working with remarkable results.

Pupils' attitudes, values and personal development

9. The attitudes, behaviour and personal development of the pupils are exceptional and a continuing strength of the school since the last inspection.
 - Attitudes to school are very good. The pupils' enthusiasm for lessons is excellent.
 - Behaviour is very good.
 - The pupils' personal development and relationships throughout the school are excellent.
10. Attitudes to learning are very good. Parents strongly agree with this and confirm that their children are eager to come to school. The pupils' enthusiasm for lessons is excellent. They maintain concentration very well through the school day. This is a direct result of very good teaching which provides interesting lessons and is strengthened by the very good support of bi-lingual support workers. The pupils are open, hold their teachers in high regard, and readily talk to adults about what they

are doing. They have excellent interest and involvement in the various activities they undertake. They work very well independently, in pairs or in groups, sharing ideas and equipment purposefully. They are excellent listeners and contribute positively to discussions in lessons.

11. Behaviour is very good. Pupils are clear about how they should behave, are very cheerful and courteous. For example, a girl questioned about her lunchtime duties, volunteered information on all sorts of responsibilities and never stopped smiling. These attitudes are noticed by staff and well recognised during good work assemblies. The pupils co-operate very well with lunchtime supervisors. Play during break-times is good-natured. There is a good balance of small and large groups engaged in playground games. All the pupils are very well aware of the high expectations of them, especially in upholding the school's golden rules. The pupils behave very well in lessons. Some restlessness is observed at times but this rarely disturbs the progress of others. Bad behaviour and bullying are largely absent from school life. This is wholly due to the inclusive family atmosphere that is evident. The pupils accept differences readily and help one another over difficulties. The occasional moments of aggressive reaction are unexpected and viewed with disappointment by all. Exclusion is not part of this school's ethos and is evident in the fact that pupils have never been excluded from the school.
12. The personal development of the pupils is excellent. The pupils willingly assist in the daily routines from the day they enter the school. These tasks are consciously widened through the year groups and co-ordinated into the personal, social and health education programmes. The pupils are aware of those around them and willingly show initiative and take responsibility. For example, they are proud of their new school and their new uniform. They have adapted very quickly to their new environment, readily making way for one another in doorways and stairways. Older pupils often look after younger pupils at playtimes. The pupils are actively involved in their own target setting as part of assessment, not only of their learning, but also of their attitudes and conduct. Achievements in learning and improvements in personal development are applauded wholeheartedly at good work assemblies. The School Council discusses matters raised by their fellow pupils. Subjects have recently included computer games, lunchtime games, the summer fair and the new school uniform. Their decisions make a valuable contribution to the running of the school. Pupils enjoy taking a part in assemblies. They listen respectfully, joining in the singing and prayers very well. Even the youngest, in their first few days in school, are following this lead very well.
13. Relationships are excellent. The pupils have complete trust in staff. Consequently, there is an easy rapport between pupils, and between pupils and adults, in sympathy with the happy and purposeful ethos of the school. All year groups have educational trips and visits. These occasions broaden the pupils' outlook on the world around them, sharing the activities provided and working together in a community spirit.
14. Attendance rates are low. Authorised and unauthorised absence are well above the norm. This is partly due to families taking extended holidays in their country of origin. The pupils are provided with work packs to cover this time. High levels of absence are also caused by the very high number of occasional days off, particularly by younger pupils. Nevertheless, there has been a consistent improvement in the overall levels of absence since the last inspection. Attendance is continuing to rise in the early days of the present school year and gradually

approaching national expectations. This is largely as a result of the school stressing the importance of regular attendance and punctuality at every opportunity, for example, during registration and through assemblies, with personal certificates and class plaques to recognise achievements. Most pupils arrive at school early. They are keen to begin lessons. They are tidy and know where things belong in their new school. Registration is prompt and effective, often accompanied by some very good innovations, for example having the register taken in French. However, the printed registers supplied do not comply with requirements. The school must make adjustments to annotate the total numbers present in each class for each session. Punctuality has improved. Lateness is now minimal and largely confined to a few families. The school hopes to improve attendance rates further by developing a more effective home-school agreement with parents about their children's attendance.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The teaching is very good overall with a significant proportion that is excellent. Good lessons were seen in all classes and, since the last inspection, the teaching has made very good improvements, especially its impact on raising standards and addressing the issues related to pupils who are learning English as an additional language. The pupils learning English as an additional language receive very good teaching. The stimulating environment provides excellent opportunities to accelerate the acquisition of language skills. Teaching sessions are managed and organised very well. A close liaison between the class teachers, specialist teachers and bi-lingual support staff, as well as joint planning sessions, enables individual pupils' needs to be discussed and catered for extremely effectively. The staff have a very good knowledge and understanding of the pupils' needs. The support teachers are deployed to best fit the pupils' needs as they arise in all lessons. High quality and culturally relevant displays, resources and visual aids are well used throughout school. Many resources are tailor-made by the staff according to the topic focus or individual learning needs of pupils. This has a significant impact on the quality of pupils' learning and the very good progress made throughout school in the acquisition of English.
16. As a result of excellent leadership, with very clear policies related teaching and learning, standards are improving, expectations are high and the work being planned for the pupils is very well matched to their capabilities. In all of the lessons seen, the teaching was at least satisfactory and the majority was very good or better. Fifty-four per cent of the lessons seen were of very good quality and seventeen per cent of lessons observed were judged to be excellent. This high standard of teaching is having a positive impact on pupils' learning and their achievement. The teaching has improved very well since the last inspection, resulting in effective targeting of pupils, including those with special educational needs.
17. The teaching in the Foundation Stage is very good overall with many excellent features. This high standard is consistent throughout the Nursery and the two Reception classes and is a very strong feature of the school's provision. Nearly nine out of ten lessons seen in the Foundation Stage were very good or excellent. A quarter of the lessons seen were excellent and never less than good. In the Nursery, the children learn to settle quickly to routines and make most progress in their personal and social development because adults respond very well to the children providing them with an excellent and structured curriculum with rich and

stimulating activities. Although it was early in the school year and the children were very young, a significant number were comfortable with their new surroundings, happily chatting to other children and adults. The adults work very hard to provide resources and plan activities for all the children that challenge, stimulate and evoke language. The excellent use of bi-lingual support and the very effective deployment of nursery nurses help to provide effective support for all the children in the acquisition of early language and numeracy skills. The children sing rhymes and count, follow shapes and choose to match shapes with numbers or pictures to letter sounds. During water play, they communicate with each other, some in their home language, Bangla, and talk about emptying, filling, splashing and building together. Very effective learning is taking place because adults are continually monitoring, assessing and supporting. Excellent use of mother tongue bi-lingual work regularly takes place as teachers and support staff complement each other during group discussions.

18. In the Reception year the pupils are taught very effectively, and this continues to be a key strength of the school's teaching. Very early in the school year the teaching is crisp, well planned and challenging. The effects are remarkable with Reception children quickly learning to sound out letters and recognise familiar words in stories. They can count, match numbers and order them with ease. Speaking skills are being developed very well as the children participate in well planned class discussions. The teaching in both Reception classes is very effective because it sets high expectations and is having the effect of improving the rate of progress the children make by the time they reach Year 1. The teaching in both the Nursery and the Reception classes is thought provoking, varied and practical so that the children benefit from practical first hand experiences. As the Nursery children sit and listen to peaceful recorded music and watch as a small amount of coloured dye is dropped into a bottle of water, they observe the different shapes as they form and move. The children watch with amazement as the mysterious and colourful shapes of liquid appear to dance as the music sets a calming mood to the whole experience. The adults talk and prompt the children into useful discussion as the children watch with awe. Reception children are always excited about learning as they sit in a circle and choose from a variety of shapes and pictures, matching these to letter sounds. The children sing and dance, play and share, help and support each other in their learning. They are content and well motivated learners, as during an excellent dance lesson, when the children in one Reception class put on their imaginary "magic shoes" to help them move and dance. Teaching and learning in the Foundation Stage is truly magical.
19. The teaching in Years 1 and 2 is good overall with very good features. Nine out of the ten lessons observed were good or very good. Approximately one in eight lessons were very good and less than one in ten lessons were satisfactory. The teachers plan their lessons carefully so that pupils in all year groups have work that is matched to their capabilities. The pupils respond very well to the teaching. They listen carefully to instructions and during class discussions they offer thoughtful answers and responses. They persevere with tasks, for example, when calculating how much is left when being introduced to subtraction during a mathematics lesson. The teaching is having a positive impact on the pupils' attitudes to learning and their behaviour. There are clear rules and classroom routines which provide a secure learning environment for the pupils. The introductions to lessons make it clear what is expected and the learning objectives are always shared with the pupils, for example, in a Year 1 and 2 mathematics lesson that enabled the pupils to develop their counting skills. However, in some lessons observed, teachers missed good

opportunities to extend the pupils thinking further because the activities provided were sometimes too easy or not challenging enough. In a science lesson for example, the pupils sorted and investigated animals. The introduction and planning were good but the main activity and discussion did not extend the more capable groups of pupils. In a more effective English lesson, the same pupils were being constantly challenged as they read non-fiction text and identified the key features of the book. The most effective lessons in the infant classes set more challenge in the middle part of the lesson with demanding writing or mathematics tasks. Good use is made of computers to support the pupils' learning, especially when timetabled to work in the ICT room but standards are below those expected in ICT because the pupils are still learning basic computer skills and access to the school's improved resources has only just been established. There has not been enough time for the improved resources to have had a significant impact on pupils' learning and progress in ICT.

20. In the junior classes, the teaching is very good overall, ranging from satisfactory to excellent. Ninety-two per cent of the lessons observed were good or better, including half of the lessons seen which were very good or excellent. Nearly one in five lessons were judged to be excellent. The teachers prepare challenging and interesting tasks that motivate and sustain the pupils' concentration, enabling them to work hard and persevere with the tasks set. In all of the lessons seen, there was a good structure so that time was provided for the pupils to ask questions and explain their methods, as for example, in an excellent English lesson where the pupils improved sentences by investigating adverbs to improve their writing. A group of pupils read extracts from Roald Dahl's "The Twits", and used very good reading skills, such as inference and prediction, to identify which words helped to describe the setting, the characters and the humour of the story. The deployment of specialist staff who support the pupils for whom English is an additional language is extremely effective. In an excellent mathematics lesson, Year 5 pupils were successfully solving real life problems, investigating attendance rates by studying a piece of text which masked the mathematical problem so that the pupils searched for key words to help them identify the function and solve the problem. The class teacher and specialised support teacher worked very effectively on the communication skills necessary to help the pupils articulate their solution to others in a group. This helped both the pupils' language and their understanding of mathematics. In another very good mathematics lesson, Year 5 and 6 pupils were taught to identify key words and were able to explain the methods they use to work out complex addition and subtraction facts presented as practical problems. The very effective teaching of problem solving in mathematics is helping the pupils to make very good progress in their science work and the effective use of language and the support provided by specialised staff is helping all pupils to improve their language skills.
21. In some lessons, the work provided is not as challenging. For example, in a satisfactory ICT lesson, the teaching did not capitalise on opportunities to extend the pupils' computer skills because the pupils required very focused support at many different levels. The ICT room is a very good resource which will help teachers improve basic skills but when teaching large groups or whole classes the impact of the teaching is lost if the pupils are working at too many different levels. For example, in the lessons seen, the pupils' skills ranged from a very basic understanding of how to load and save files to very advanced skills involving editing and re-arranging text.

22. The teachers use very good assessments to monitor the pupils' progress. Effective marking of pupils' work with helpful comments to help the pupils improve or correct their work supports the teachers' assessments. Work is usually marked up to date and is clear so that the pupils know what they have to do to improve further. Teachers keep very good records having tested what the pupils know and this information is used to prepare coherent annual reports to parents about their children's progress. Individual learning targets are set for all pupils and these help to predict what levels the pupils will reach at each stage. By the end of Key Stage 2, the grouping of pupils by ability to provide booster work accelerates the progress the pupils make in a very short space of time, especially before taking the National Curriculum tests. Regular assessments, including optional national tests in all year groups from Year 3, help to inform and adapt teachers' planning because it is clear what has been learnt and what needs to come next. In all the lessons seen, teachers share the objectives of their lessons with the pupils, often reminding them about the work already covered. In one excellent mathematics lesson, Year 6 pupils were reminded about their homework and the teacher used his comments about the work he had marked as a basis for improving learning in the lesson. The teacher sat with a group of pupils going through their workbooks, pointing out how they could improve their calculations to make more accurate estimates when working out complex multiplication problems.
23. The school has done very well since the last inspection, especially in developing and improving the effectiveness of the teaching. A significant proportion of teaching, over half of the lessons seen, was of high quality, most of which was found in Reception and in Key Stage 2. Art and design teaching is usually of high quality and this is having an immediate effect on the standards achieved with some excellent examples of pupils' art and design work displayed around the school. The key features which set this standard of teaching apart from the rest are the pace, challenge and enthusiasm for the subjects being taught. In these lessons, resources are very well used to support and enhance the pupils' experiences. For example, in an excellent science lesson, Year 6 pupils quickly grasped the different effects of electrical circuits when connected in series or parallel. The teacher directed their thinking clearly and set a very good pace, ensuring that they paid attention and achieved high standards. In other good and very good lessons seen, the pupils investigated how characters in stories are presented and described and their learning was enhanced by a thorough investigation of the text by scanning the words to determine which words and phrases expressed how the characters felt at the time. This led to some very good empathetic and descriptive writing.
24. The pupils with special educational needs (SEN) are provided with very good and effective support. Their progress is monitored very closely by class teachers and managed by the SEN co-ordinators. In some classes the proportion of pupils with SEN is very high. In one Year 3 and 4 class, 75 per cent of the pupils have moderate learning difficulties as well as requiring bi-lingual support. Much of the work provided focuses on spoken language and comprehension reading activities. This is helping to improve the pupils' understanding, for example, in a very good mathematics where the pupils worked in pairs, one creating a problem and the other solving it. This was an effective lesson because the pupils improved their language, developed their speaking and listening skills as well as improved their knowledge of counting activities and numeracy skills. In other lessons, SEN pupils are taught to use and apply language to solve problems in mathematics or re-arrange text in English lessons by matching the correct word to make a sentence or phrase make sense. Support staff spend extra break-times every day with groups of pupils, using

a structured commercial scheme that has a step by step approach to learning and applying language. These sessions evoke thoughtful discussions and allow the pupils opportunities to speak in front of others and to improve their understanding of the English language, especially in mathematics problem solving. A key strength of the provision for and teaching of SEN pupils is the way the pupils learn to cooperate with others and to work independently. This helps them to persevere with tasks and enables them to make good progress in all subjects. Good use is made of computers to support their learning and the recent introduction of a dedicated ICT room is being put to good use to help the pupils learn basic keyboard skills. These pupils make very good progress because the support is specifically tailored to their needs and they receive individual attention from classroom support staff as well as bi-lingual support workers.

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

25. The curriculum provided for the children in the Foundation Stage is a strength of the school. The organisation of learning opportunities and the teaching are of a very high quality and there are some excellent features. The curriculum is lively and stimulating and there is a joy in the teaching and a delight in the learning which takes place. There is an emphasis on developing communication, language, literacy and other skills with the use of first-hand experiences, and often in the initial stages, using the mother tongue, Bangla. The school makes excellent provision for children at the Foundation Stage in the Nursery and in two adjoining Reception classes. The atmosphere in the three classrooms provides a rich environment for learning, because of the challenging opportunities for learning and the commitment shown by all in the staff team.
26. The school provides a very good curriculum for pupils in Years 1 to 6. It is very well planned to ensure that it is both broad and balanced, and that it matches the needs of the different groups of pupils. It includes all of the subjects of the National Curriculum and religious education. It meets statutory requirements in all subjects. The school places a strong emphasis on implementing the national frameworks for literacy and numeracy, and it has been very successful in finding an approach that meets the needs of all of the pupils, including the high proportion of pupils who are learning to be bilingual. The school's focus on literacy and numeracy has not been at the expense of the other subjects in the curriculum. In fact, the pupils benefit from a wide range of well-planned learning opportunities in which the links between subjects are strong. This encourages the pupils to apply what they learn in one subject to others. For example, there are opportunities in the literacy lessons for the pupils to develop the writing and reading skills they need in order to learn effectively in history, geography and science. The school recognises the unique contribution to the pupils' learning made by each of the subjects in the curriculum. For that reason, it promotes the pupils' intellectual, emotional, social and physical development very successfully. For example, in art and design lessons, the pupils not only learn about famous artists and their methods, but also how to use a wide range of media to express their responses to the natural and built elements of the local environment. The pupils are encouraged to explore further in poetry, geography and history the area in which they live and play.
27. The school has responded very well to the key issue in the last report to incorporate schemes of work into its curriculum planning. As a result the curriculum now has many strengths. The school has made good use of the curriculum guidelines

published by the *Qualifications and Curriculum Authority* in adapting its own schemes of work. It now has detailed schemes for all subjects that allow the school to deliver learning opportunities over a two-year cycle. This is helpful because, in most classes, there are pupils from different year groups. The school has implemented the national frameworks for literacy and numeracy extremely well. The teachers use an agreed planning method that includes excellent provision for pupils who are learning to be bilingual. This ensures that no pupil is denied access to the learning opportunities at the school. The high quality of the planning is achieved because teachers co-operate in planning what the pupils will do, and because the subject and unit co-ordinators, who manage teams of staff in each area of the school, provide good support to their colleagues. In their planning of activities, the teachers ensure that each subject offers the pupils opportunities to solve problems for themselves, to place what they learn about a topic into a wider context and to develop memory skills. The co-ordinators regularly check the quality of the planning to ensure that it matches the needs of the pupils. As a result, the curriculum is not only challenging but also relevant and interesting.

28. The school places a high priority on ensuring that, through the curriculum and the teaching, all of its pupils are valued equally and included in all of the learning activities provided at the school. This can be seen in the way the school meets the needs of different groups of pupils, including those with special educational needs and those who are bilingual learners. The school makes very good provision for pupils who have special educational needs. The pupils who need them have well constructed individual education plans. These are made available to the teachers who make effective use of the plans when matching learning activities to the need of the pupils. The school makes good use of classroom assistants to support the pupils' learning. Support staff and teaching staff work closely together on planning work and teaching it. As a result, the pupils feel secure, have high levels of self-esteem and make very good progress.
29. The provision for pupils with English as an additional language is excellent throughout the school. Because the majority of pupils speak another language at home, great emphasis is placed on giving the pupils learning opportunities of good quality. This aspect of education is embedded in all that the pupils experience in school. The very good progress made by pupils at the end of Key Stage 2 is due to the total commitment of all the staff to offer practice of very high quality that enables individual pupils to learn the English language as effectively as possible.
30. Most pupils start nursery with extremely limited English language skills. Because of a carefully planned programme of linguistic intervention combined with the extremely effective bilingual support, within a year of starting school, a significant number of pupils have acquired a knowledge of English that enables them to communicate effectively. Extra bilingual support staff have been employed to ensure that the individual language needs of pupils are met in full. Although the support encompasses all areas of the curriculum, the main focus is during literacy and numeracy lessons throughout school. The pupils' progress is carefully monitored, targeted and assessed. Their learning targets are often adjusted to fit more closely with individual learning needs. Because of the strong relationships that exist between the teachers, support staff and pupils, this method works extremely effectively. As a result, the majority of pupils who speak another language make accelerated progress over time in their knowledge and understanding of English. The overall effectiveness of this whole school promotion

of English has helped towards a significant rise in the Key Stage 2 national tests in written English and in mathematics this year.

31. The pupils who are learning English as an additional language, and especially those who are in the very early stages of English language development, want to learn and have very positive attitudes to school, adults and each other. They are offered a very good range of learning opportunities and high quality models of spoken and written language. They are supported in their speaking and listening extremely effectively, enabling them to grow in confidence as they improve their skills. Reading and written materials are chosen to interest, excite and challenge their learning. They are given opportunities to ask questions, discuss likes and dislikes and voice opinions whenever possible. The older Key Stage 2 pupils take advantage of the School Council to debate and raise issues of importance to them. The pupils benefit from numerous opportunities to celebrate their own culture whilst widening their knowledge of English traditions because of the involvement with twin schools in Oldham and St Helens.
32. The teachers are committed to gaining better understanding of their pupils' traditions and culture and many have visited Bangladesh. This has enabled them to compile a high quality Homework Pack to accompany Key Stage 2 pupils when they visit relatives in Bangladesh during school time and miss lessons. This commitment is appreciated by parents resulting in many becoming involved in activities in the school's Parents' Room. The staff are committed to promoting a programme to aid the acquisition of English language skills, in order that parents are able to participate as fully as possible in their children's learning. Parents have responded positively to these initiatives. Excellent relationships exist between the school staff and parents and there is a close partnership between home and school. This impacts positively on the pupils' learning potential in all aspects of the curriculum.
33. The school makes very good provision for the pupils personal, social and health education. The school provides sex education lessons in a way that takes into account the social and cultural values of parents from the predominantly Bangladeshi community. Other aspects of health education are taught in science lessons. The school has a well thought out scheme of work in personal and social education and delivers it well. The school sets aside time each week for pupils to discuss with their teachers issues that are important to them. The lessons help the pupils to develop positive social skills and values and to deal with personal problems calmly and sensibly. Examples of this were seen in the expert and sensitive way in which way the pupils, who are predominantly Muslim, were helped to come to terms with the recent events in the United States of America. The school has a well-organised School Council that provides the pupils with a useful forum for discussing matters that are important to them, and for influencing the life and work of the school. The school takes the work of the council seriously, and the pupils value it. The minutes of the council meetings reveal the thoughtfulness with which the pupils raise issues and the care with which the school responds to them. These measures not only support the pupils' personal and social skills but also make a valuable contribution to their understanding of citizenship and what it means to participate in the life of a community.
34. The school provides a very good range of activities outside normal lesson time. Among the activities provided are: short tennis, football, computer club, choir, choral speaking, art club and opportunities to learn to play the tabla (a drum) and the piano

keyboard. The school also arranges a weekly club that meets at one of the local secondary schools. The pupils who attend the club benefit from participating in a rich programme of activities that includes information technology, basketball and food technology. These extra activities make a very good contribution to the pupils' personal and social development.

35. There are very good links with other schools and institutions. The school has also established excellent links with the business community and is currently seeking to build on this to improve links further now that it has re-located into its new building. Older pupils transfer to local secondary schools and there are effective procedures that enable the pupils to visit and gain first-hand experiences of the work they are likely to undertake when they start secondary education. The school has well-established links with a primary school in St. Helen's in Lancashire. This is intended to help the pupils form partnerships or "buddies" with pupils from different cultural and ethnic backgrounds.
36. One of the particular strengths of the school is the excellent provision it makes for all aspects of the pupils' personal development. In the previous inspection, this provision was judged to be very good. The school makes excellent provision for the pupils' spiritual development. Whole-school and class assemblies are well planned and thoughtfully delivered. The pupils are helped to gain knowledge and insight into their own, and other people's, values and beliefs, and in particular they are encouraged to respect and value the opinions of others. Moments of quietness are provided, for pupils to reflect on what they have heard, and to consider how they should respond themselves. For example, in an effective assembly for pupils in Years 3 and 4 about the recent tragedy in New York, pupils were encouraged in a very sensitive way to think about aspects of the world situation that were troubling them. In lessons, too, pupils are provided with interesting and thought-provoking experiences, as when they access and use computer programs or undertake scientific investigations, in which their delight is obvious.
37. Provision for moral development is excellent. The headteacher and staff, as well as providing very good role models, regularly remind pupils of the correct forms of behaviour and give reasons for them. The code of conduct and golden rules to encourage good behaviour are displayed clearly in all classrooms. The school's expectations of pupils are high and they are regularly praised and rewarded for maintaining good standards, particularly in the weekly celebration assembly and in the use of golden time. The pupils also have high expectations of each other and view with concern any possible lapses in standards. They are encouraged to develop a clear understanding of right and wrong and to treat staff, visitors and other pupils with courtesy, and property with respect.
38. The school makes excellent provision for the pupils' social development, and is a cohesive and harmonious community, in spite of negative pressures, for example having to deal with some racist incidents aimed at the pupils, their families and staff, that sometimes originate from the wider community beyond the school. The pupils are encouraged, with very good success, to form excellent relationships with each other, their teachers and other adults. From the time they start school, they are provided with many opportunities to work and play together. As they progress through the school, pupils are encouraged to work collaboratively, to take turns and to share resources. Older pupils are particularly caring of younger ones, whenever the opportunity arises. Good opportunities are provided for pupils to take on responsibilities within their classrooms, and they carry them out effectively and

efficiently. Older pupils undertake a range of tasks around the school, such as delivering registers, supervising corridors and assisting in the dining hall. The school council provides valuable experience for many pupils in practical citizenship. The social development of all pupils is further enhanced by the quality of the school's extra-curricular activities, the many visits made to places of interest and the good opportunities the pupils have to participate in residential experience.

39. Provision for the pupils' cultural development is excellent. They are taught about aspects of British culture in subjects such as English and history, and an appropriate emphasis is laid on the knowledge and understanding of other cultures during assemblies and during lessons in subjects such as religious education, art, music and geography. The school library has a range of books reflecting the diversity of cultures, although at the time of the inspection these were not yet available following the very recent move to the new school building. All around the school, in classrooms and corridors, there are many reminders of the culturally diverse wider society in which the pupils live, and of the particular Bangladeshi background from which most of the pupils come and which the school helps them to celebrate.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school cares for the pupils very well.
- Procedures for child protection and ensuring pupils' welfare are very good.
 - Educational and personal support and guidance for pupils are very good
 - Support for pupils' personal development is excellent.
41. Procedures for ensuring child protection and the pupils' welfare are very good. The pupils are secure in a warm, clean and very well presented new environment. All adults in school are aware of the strict criteria to be observed for child protection. There are no health and safety concerns within the general framework of the school day. A minor matter regarding signs is receiving attention.
42. Procedures for promoting attendance are very good. Monitoring of absence is exceedingly thorough. The school is well aware of the responsibilities of promoting regular attendance. It takes every opportunity to do so, earnestly requesting the co-operation of families, many of whom traditionally spend occasional extended periods of time in their country of origin. Improvement is fostered and supported by letters, phone calls and home visits by staff, as well as by close co-operation of the local authority's educational welfare officer. The format of registers is being reviewed to improve efficiency.
43. The policies and guidelines for promoting responsible behaviour are excellent. Staff have very high expectations of the pupils' self-discipline. The systems of positive rewards are extremely well structured and consistently delivered in all classes by teachers and support staff. Consequently, the very few personal behavioural problems are viewed as disappointing. In these cases a refined range of strategies is used to support individual needs, which generally achieve rapid improvement. Bullying is unexpected. There are very occasional instances of name calling and rare instances of bad behaviour. Parents, who share with the school the responsibility for their children's conduct in school, are involved. They are very supportive of the school and are always prepared to back up the staff and support the school's policies and practices.

44. Very comprehensive records of pupils' progress are kept throughout the school, beginning with the initial home visit before the children enter the Nursery. The records kept in the Foundation Stage are excellent. All of the adults working in the Nursery and Reception classes monitor the progress being made by the children and use a range of strategies to ensure that the evidence covers the many ways the children learn. Throughout the school, each small step in learning is noted and this close attention to detail is at the heart of the systematic practice in assessing pupils' progress. Target-setting for individuals, groups and year groups is used carefully and thoroughly as part of the school's assessment system. Information gained is used to change methods or resources. All adults within the school regard this area of the school's work to be of crucial importance. In the core areas of English, mathematics and science, portfolios of work are kept up to date constantly and used well in order to judge performance and compare levels of attainment. In these subjects, the standard of assessment is very good. In information and communication technology a newly designed and useful system assesses performance well. In other subjects, planned activities are regularly assessed and those performing better or worse than was initially expected are noted. The teachers know their pupils and assess their needs very well. During most lessons there is evidence of assessment taking place and of it being used to move learning forward. The teachers are skilled at using the information they gain to inform their future work with the pupils. It is likely that the school will change its timing for assessments in the core subjects now that booster group teaching is rapidly improving pupils' progress at the end of Key Stage 2. This will reduce the difference between teacher assessment and test results in future years because the teachers' assessments will be undertaken closer to the time of the national end of key stage tests. The pupils identified as having special educational needs (SEN) are monitored very closely and very effective programmes of work are provided for them. These are entirely inclusive of the work the pupils normally undertake with the rest of the class and SEN pupils are always taught alongside their classmates in the normal course of lessons. Additional support is provided for them, either by their class teacher or a classroom assistant. This support is usually interwoven with the rest of the activities planned for all pupils so that SEN pupils are not isolated or withdrawn from any part of the mainstream curriculum. This is very effective and inclusive support, enabling them to make very good progress.
45. Procedures for monitoring and supporting pupils' personal development are excellent. Teachers, classroom assistants and bilingual support staff work in complete harmony. There is a transparently shared vision, reflecting the school's mission statement. Many staff have visited Bangladesh to gain an appreciation of family life and schools. The staff are sensitive to the cultures of all the pupils in the school. Consequently, they successfully improve the pupils' self esteem and ensure they are supported extremely well. Parents realise this and support the staff as they help their children to become mature and responsible. They are extremely pleased that teachers expect their children to work hard and do their best. Very good pupil management is established without raised voices, resulting in quiet industrious work. Good work and endeavour are fairly praised. Pastoral care of the pupils is a prime concern. For example, the pupils are given a 'Welcome to Key Stage Two' booklet which asks pupils to accept personal responsibility for the good atmosphere in school. The pupils can readily and confidently share their thoughts with staff. Topics for assemblies, pupils' monitoring roles and the personal, social, health education lessons are very well co-ordinated. They are skilfully used to promote responsible attitudes to work, behaviour, relationships and decision making. The

atmosphere created by lunchtime staff is excellent, resulting in a joyful, social and orderly time. Supervisors work quietly and purposefully, stimulating very good interactive play, especially with the younger groups. Teachers take great care to ensure each pupil leaves the school happy and is safely welcomed by their parent or parent helper. The headteacher and staff are always available to discuss any questions or concerns.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents think very highly of the school. This is evident from the exceptionally supportive return of questionnaires and by comments made by parents at the pre-inspection meeting and during the inspection. The parents indicate that:
- they have great confidence in all the school sets out to do;
 - they are very pleased with what is consistently achieved.
47. The school successfully maintains very effective links with its parents. Information for parents is excellent, with the exception of some omissions in the governors' annual report. Parents agree they are extremely well informed on all school matters. There are regular letters and a fine 'Sunshine Bulletin', which carries interesting examples of pupils' work. A good deal of information is translated into Bangla, the principal language in the locality, and much is conveyed by word of mouth at the end of the school day. Times of parents meetings are scheduled to take into account the working patterns of businesses in the local community. There is an interesting and informative school prospectus covering all matters relevant to the school. The governors' annual report does inform well on the past school year. However, it does not fully comply with requirements by omitting the following. The parents of SEN pupils are kept very well informed about their children's progress. They are invited to attend any special meetings or to clarify and provision made for their children that might involve specialist outside agencies, for example, for speech and language difficulties. In this way the school is successful in enabling the parents to help and support their children at home. This is usually done in the form of homework which is prepared so that it closely matches the level of work the pupils do in school.
- Information about the next election of parent governors.
 - A full financial statement.
 - Details of arrangements, equal opportunities and facilities for disabled pupils.
 - Information about the professional development undertaken by teaching staff.
48. Annual written reports are very good. They are individual to the pupil, detailed and evaluative. The pupils, in consultation with teachers, add their own assessment and targets. There are many opportunities for parents to talk to teachers throughout the year. There are regular open days and consultation evenings. These are very well attended and viewed as fruitful and informative by parents. The pupils may attend these meetings with their parents to share in discussions on progress and target setting. Several take up the opportunity.
49. The school encourages parental contribution to children's learning. All parents have signed up to the home-school agreement. Staff welcome parents with their children and are pleased to discuss brief matters at the beginning of the day. The work of

the home-school liaison teacher in this regard is outstanding, particularly in promoting use of a parents' room in the new school. This room is being developed as a valuable area for meetings. Already a small number of parents are coming together to share in a home and school adult literacy course. There is not a formal parents' association but this is a community school which strives to involve parents and the local community in its work. The needs of the school are freely shared with parents. Parents attend a variety of school events and support the Summer Fair. They look forward to attending concerts, celebrations and assemblies. However, this is inhibited by the size of the new school hall which is too small to accommodate all the pupils and their parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides excellent and effective leadership. She works closely with the deputy headteacher and senior management team and together they are an excellent team. They lead by their very good example, focusing and steering the work of the staff and governors to improve the effectiveness of teaching and learning. Raising standards has been the main focus for development and they are continually re-appraising and evaluating the impact of the many initiatives that have been introduced since the last inspection. There has been very good improvement since then because the school is extremely well focused on improving learning, especially as nearly all the pupils are learning English as an additional language. The personal commitment of the headteacher and her staff to the needs of the pupils is excellent. Many staff have visited Bangladesh to help develop a greater understanding of the needs of the pupils and their families. All members of the senior management team are expected to prepare reports and evaluations of the pupils with one member of staff assigned the specific task of target setting, whilst another looks at whole school planning. Other members of the team co-ordinate each phase of the school as well as manage each group of classes, which are referred to as units, for example, the middle school unit comprises Years 3 and 4. In this way responsibilities amongst the senior management team are clearly distinguishable so that they inform and improve the school's work. There is a very effective and coherent system of management. The competence and skill of the headteacher cannot be underestimated. She has a sincere commitment to the school and is highly qualified in educational management. This has enabled her to use a recognised system of excellence as a model for school improvement and self-evaluation. The headteacher and senior staff have a thorough grasp and understanding of how to measure and improve the effectiveness of the teaching. They apply very effective assessments of how well the pupils are doing to enable them to measure the impact that the curriculum, planning and teaching are having on standards. The school was recently awarded national recognition for excellent achievement by the Department for Education and Skills (DfES). This is clear recognition of excellent management which reflects the aims of the school and its commitment to pupils' achievements.
51. The staff and governors are greatly influenced by the headteacher's effective leadership and enthusiasm to succeed and improve the school further. Consequently, the school has accurate and realistic targets for improvement with every pupil being monitored closely. Teachers are certain about what they are going to teach and what they are aiming for. Assessments are accurate and lead to a very good analysis of data which informs the way the school groups the pupils and plans its teaching. Resources have improved considerably now that the school has moved to its new premises.

52. The governors are knowledgeable and experienced and very committed to the needs of the school and its pupils. Formal and effective monitoring procedures ensure that governors are kept well informed by the headteacher and senior staff. The governors visit the school and receive regular reports from senior staff. The headteacher prepares thorough reports to be presented at governors' meetings and very clear position statements prepared by the headteacher and co-ordinators keep governors fully informed. The governors' annual report to parents has a number of omissions which are highlighted as minor issues later in this report. The school must address these so that the report fully complies with recommended guidance and statutory requirements. The school development plan is used very effectively to steer the work of the school. The process leading up to the production of the school development plan involves all the staff and governors, and is put together by the senior management team when deciding priorities for school improvement. The senior management team, together with subject co-ordinators prepare audits and action plans so that it is clear what is needed and what priorities need to be established before committing resources. The school development plan involves regular evaluations with clear descriptions of who is checking progress against clear criteria for measured improvement and these all relate to raising achievement and standards across the curriculum.
53. Resources are very well managed and subject co-ordinators check teachers' planning to ensure that there is appropriate work being done. Co-ordinators who have recently been appointed are well supported by the headteacher and deputy headteacher, who help them prepare an effective curriculum and professional development programme for the staff. The deployment of learning support staff and bi-lingual support workers has been very successful in helping them to provide highly skilled intervention programmes that involve teaching reading, writing and numeracy as well as inclusive support by acting as bi-lingual interpreters and communicators. This has had a very positive effect on the pupils' achievement in all subjects.
54. The current staffing of the school provides a good balance between experienced and well-established staff and those comparatively new to the school. The school has adequate numbers of staff to meet the needs of the National Curriculum and religious education. There are well qualified staff to support those pupils identified with special educational needs. These include the SEN co-ordinators, classroom assistants and bilingual support assistants. All the staff have clear job descriptions which refer to their subject and managerial responsibilities. There is a staff development policy which refers to areas for development in teachers' skills. All the staff have been involved in professional appraisal as part of the school's performance management plan. Excellent working relationships exist between staff, with teachers in each mixed age unit of classes planning their work together and jointly monitoring how well the pupils are doing. Whilst the school does not currently have any newly qualified teachers, appropriate documentation and strategies support new members of staff. Teachers are well supported by a very good number of classroom assistants and bi-lingual support workers and the grants delegated to the school for these are well spent on specialist teachers who teach and support pupils for whom English is an additional language. These make a valuable contribution to pupils' learning and progress. Administrative staff, welfare assistants and cleaning staff make an excellent and positive contribution to the efficient running of the school. The catering staff are excellent. They provide a wide variety high quality food which is served at lunchtimes for the pupils to choose.

55. The school's finances are extremely well managed. There are very efficient and effective procedures to track spending and determine priorities for resources in the school's management plan. Governors and senior staff report on the effectiveness of spending and the priorities set in the school development plan. In this way the school is clearly committed to establishing best value when committing resources. The new ICT room, for example, is very well equipped and the school hopes that this will have a greater impact than previous practice on raising standards in ICT across the school. Accommodation is very good and would be excellent but for the size of the school hall. The hall is large enough and provides an excellent facility for physical education, dance, music, drama work and assemblies but its size restricts whole school events which would involve all the pupils, staff and parents. Pupils have very good access to large hard surface areas but there is no grassed field for major games so the school uses the facilities of a local secondary school and the local park. The cleaning and caretaking staff provide a healthy working environment for staff and pupils to work in, with work on display in classrooms contributing to a motivating and stimulating learning environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to build on the very good education provided by the school, the governing body, headteacher and staff should:

*** Improve standards in information and communication technology further by:**

- providing more time for pupils to consolidate what they learn when using computers;
- providing better opportunities for the pupils to experiment with the skills they have learned and correct, edit or improve their work using the tools and functions in computer programs;
- challenging the pupils and grouping them so that those who are not making as much progress receive appropriate support;
- improving the pupils' understanding of control technology and turtle graphics.

(Paragraphs: 6-7; 19; 21; 55; 115-120)

OTHER LESS SERIOUS AREAS FOR DEVELOPMENT WHICH SHOULD BE CONSIDERED BY THE SCHOOL

*** Ensure that the governors' annual report to parents fully complies with legal requirements so that it includes:**

- a more thorough, informative and complete financial statement;
- details about the professional development needs of the staff;
- details about the election of governors;
- information about the school's facilities for and policies towards disabled members of the community.

(Paragraphs: 47; 52)

*** Improve attendance rates further by providing an effective home-school agreement with parents about their children's attendance.**

(Paragraphs: 14; 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 71 |
| Number of discussions with staff, governors, other adults and pupils | 31 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 12 | 26 | 29 | 4 | 0 | 0 | 0 |
| Percentage | 17 | 37 | 41 | 5 | 0 | 0 | 0 |

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

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) | 45 | 306 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 178 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 2 |
| Number of pupils on the school's special educational needs register | 2 | 90 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 343 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 11 |
| Pupils who left the school other than at the usual time of leaving | 9 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 7.3 |
| National comparative data | 5.2 |

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 | 23 | 22 | 45 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 8 | 12 | 15 |
| | Girls | 14 | 17 | 18 |
| | Total | 22 | 29 | 33 |
| Percentage of pupils at NC level 2 or above | School | 49 (47) | 64 (60) | 73 (67) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 9 | 11 | 13 |
| | Girls | 15 | 16 | 16 |
| | Total | 24 | 27 | 29 |
| Percentage of pupils at NC level 2 or above | School | 53 (49) | 60 (69) | 64 (62) |
| | 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 | 22 | 19 | 41 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 16 | 18 | 21 |
| | Girls | 17 | 15 | 16 |
| | Total | 33 | 33 | 37 |
| Percentage of pupils at NC level 4 or above | School | 83 (55) | 83 (61) | 93 (75) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 12 | 14 | 15 |
| | Girls | 13 | 14 | 14 |
| | Total | 25 | 28 | 29 |
| Percentage of pupils at NC level 4 or above | School | 66 (43) | 70 (50) | 73 (52) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 4 |
| Bangladeshi | 339 |
| Chinese | 0 |
| White | 8 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 14.7 |
| Number of pupils per qualified teacher | 21 |
| Average class size | 27 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 11 |
| Total aggregate hours worked per week | 276 |

Qualified teachers and support staff: Nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 45 |
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 75 |
| Number of pupils per FTE adult | 11 |

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 2000/2001 |
| | £ |
| Total income | 850,206 |
| Total expenditure | 836,640 |
| Expenditure per pupil | 2,363 |
| Balance brought forward from previous year | 26,688 |
| Balance carried forward to next year | 40,254 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 2 |
| Number of teachers appointed to the school during the last two years | 2 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 350 |
| Number of questionnaires returned | 185 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 92 | 6 | 1 | 0 | 0 |
| My child is making good progress in school. | 72 | 22 | 1 | 0 | 5 |
| Behaviour in the school is good. | 81 | 14 | 0 | 0 | 5 |
| My child gets the right amount of work to do at home. | 65 | 24 | 4 | 2 | 5 |
| The teaching is good. | 84 | 12 | 0 | 0 | 4 |
| I am kept well informed about how my child is getting on. | 68 | 25 | 3 | 2 | 3 |
| I would feel comfortable about approaching the school with questions or a problem. | 74 | 16 | 2 | 1 | 7 |
| The school expects my child to work hard and achieve his or her best. | 89 | 9 | 0 | 0 | 3 |
| The school works closely with parents. | 73 | 18 | 2 | 1 | 6 |
| The school is well led and managed. | 86 | 8 | 0 | 0 | 5 |
| The school is helping my child become mature and responsible. | 75 | 19 | 0 | 0 | 5 |
| The school provides an interesting range of activities outside lessons. | 59 | 27 | 2 | 2 | 11 |

Other issues raised by parents

Parents are delighted with the new school building and its facilities.

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

57. The Foundation Stage is a strength within the school. The provision and organisation of the learning opportunities and the teaching and learning which takes place, are of a very high quality and there are some excellent features. The curriculum is lively and stimulating and there is a joy in the teaching and a delight in the learning which takes place.
58. Almost all children entering the two Reception classes have experience of pre-school education, the majority in the school's own Nursery. The important transition from home to school is made effectively. There is an emphasis on developing communication, language, literacy and other skills with the use of first-hand experiences, and often in the initial stages, using the mother tongue Bangla. The school makes excellent provision for children at the Foundation Stage in the Nursery and in two adjoining Reception classes. The atmosphere in the three classrooms provides a rich environment for learning, because of the challenging opportunities provided for the children and the commitment shown by all in the staff team. This is reflected in high quality and often excellent, inspirational teaching and learning in each class and in all areas of the curriculum. The continuity between the classes is seamless. The support assistants make an excellent team working with the teachers. The work of the bi-lingual assistants is impressive in ensuring that those children and their parents who need support with their language receive it sensitively and are able to fully participate in the learning activities. The responses of the children are consistently high, with many occasions in each class when their responses are excellent. The planning is thorough, detailed and excellent in quality for all areas of learning. Procedures to assess learning and the use teachers make of these assessments is also excellent. The close assessment of what the children learn and the monitoring of their progress is a key to the impressive steps they make in their learning from such a low base. The management and co-ordination of this stage is exemplary.
59. The levels of attainment of the children entering the Nursery are assessed within early days at school and indicate that most have very low levels of attainment, particularly in communication, language and literacy (CLL) and also in mathematics. Their personal and social and other skills are well below those expected, as is their knowledge and understanding of the world. On entry to the Reception classes their skills are much improved but, although the children have learned very well in all areas, it is clear from observations and from systematic assessments that skills are still shown to be well below those expected, particularly in CLL and to a lesser extent in mathematics. The level of skills is still well below expectations in most aspects of knowledge and understanding of the world. In creative development the children's skills are just below those expected and in personal and social development, because of the excellent progress made, particularly in the confidence the children have gained, their skills are in line with those expected in most aspects. By the end of the Foundation Stage although progress has been equally high in all areas in the Reception classes in CLL they are well below average and in mathematics they are below average. In their personal and social and physical skills and those covering the creative elements they are approaching the standards expected for this age group, with some aspects of personal and social development particularly well developed. Some aspects such as the art

aspect of creative development are also well developed. Their knowledge and understanding of the world is still well below the level expected for their age in many aspects.

Personal, social and emotional development

60. By the end of the Foundation Stage, it is likely that the personal and social development of most children will be in line with the level expected for their age in most areas because of the excellent work done by the school. At an early stage in the year, the children in the Reception classes need much encouragement to do this and to solve simple practical problems. All of the staff establish excellent relationships with the children. The children move around the Nursery confidently and increasingly independently often at an activity of their choice at this stage of the year, such as in the workshop area, where they make hand collages. Their interest and concentration are sustained for lengthy periods in each class. They work well in groups, share equipment and take turns, for instance when making gingerbread men cakes in the Reception classes. Activities are interesting, relevant and matched to the children's needs and, because they are delivered in an enthusiastic way, the children are instantly motivated, show enthusiasm and are successful. Billy the puppet, for instance, is used imaginatively and successfully in the Nursery to encourage good listening skills and caring attitudes. The children's natural curiosity and their spiritual development are developed very well, for instance when the children in the Nursery watch as coloured dye drops into a bottle full of water. Much was learned as they observed and discussed the spiralling and forming shapes.
61. The children's behaviour and attitudes are very good and at times excellent. Expectations are clear, high, consistent and appropriate and the children soon develop an understanding of right and wrong and show respect for all of the adults. There are excellent role models, so relationships between adults and children and between the children themselves are of high quality in each class. This leads to the creation of a happy and secure atmosphere of trust, where the staff have good knowledge of the children and the way they learn, making learning fun. Praise is an important part of each day, and adults and pupils receive such praise, raising the self-esteem of all. Teaching, learning and provision in this area of learning are excellent, because of the very high quality experiences provided by all adults with sensitivity in very well organised classrooms and an atmosphere of security and trust. There has been good improvement since the last inspection in this area of learning.

Communication, language and literacy

62. When the children start school, many need extensive help. The limited speaking skills of many children on entry to the Nursery mean that their spoken response to adults and to the activities provided is restricted. Early in the school year, although able to communicate simply in Bangla with bi-lingual support, most have little or no spoken English. The classroom environment encourages both languages, with labels in both Bangla and English placed at child level. The adults use the excellent home play corner in the Nursery to offer a good cultural mix of utensils, food and clothes for impressive use in role play, with much visual reinforcement. An adult, highly involved and using mother tongue at times, plays with the children, who are in

role, encourages their independence and develops their language very well as they stir spices into their saucepan. The children are introduced to the English words for Bangla words they know from the familiar environment of their own homes. High quality play experiences and apparatus prompt the children and aids understanding of concepts. Adults initiate play in groups and in all classes lessons are planned so that they can share closely in the children's learning, listening to them and extending their communication and language skills constantly. Resources are very good and used excellently.

63. The Reception children look and listen carefully, because there is so much visual reinforcement to activities. These are delivered with simple and effective strategies, such as during work in phonics when the attention to children's learning is extremely effective because teachers show their skills at encouraging children to talk. There is close monitoring of the children's CLL skills, and the staff work sensitively to build up the children's confidence in the use of language. Their assessment of learning is impressive during lessons and when completing planned and summary assessments. Although by the end of the Foundation Stage most children are still likely to be well below the level expected for their age, each makes very good, secure progress in small steps. They are able to make responses and follow simple instructions, having received excellent bi-lingual support. All the children in each class handle books carefully and respond to them with interest. A few children in the Nursery are able to use one word or an appropriate sound to comment on pictures in a book, but most are being introduced to books by listening to stories told by adults and books shared with them. By the end of their year in the Nursery almost three-quarters will initiate conversation with adults, join in with rhymes and most will recognise their own name. At an early stage of the year, in the Reception classes, most children enjoy books, share them eagerly and open them correctly. They know the difference between print and pictures and recognise a few initial letters including that of their own name. A few talk about and use the pictures to understand the story and point to the print when reading, recognising a few familiar words and sounds. By the end of the Foundation Stage, it is likely that attainment will still be well below that expected, in spite of the considerable gains in learning that take place. At the end of the stage a few write several well spelt sentences, for instance, about their favourite place at home. For most, writing is beginning. Many use letters and some words which show their use of phonics and they can write their name. It is likely that in the coming year more children will benefit from a new phonics scheme which is aimed at developing the children's understanding of letter sounds and recognition of initial letters in words.
64. There is a very good supply of books for children to read and share and an adult in the Nursery organises and encourages the loan of books for sharing at home. Parents are beginning to support their children's learning and, consequently, there is a positive impact on children wanting to read. The quality of teaching and learning is very good throughout the stage, and is sometimes excellent. The provision made for the children to develop their language skills is excellent and is regarded by staff as of crucial importance. They emphasise communication skills and those for language and literacy and consolidate them very well with very effective bi-lingual support. The national strategy for literacy is used very well. Each classroom environment is extremely well organised and has high quality opportunities which focus on developing skills through stimulating, first-hand experiences in CLL and in learning in all areas. There has been good improvement in this area since the last inspection.

Mathematical development

65. When the children start school their attainment is at a very low level. Their lack of language and communication skills makes it difficult for them to identify or discuss the way in which number, shape, space or measure work. In the Reception classes, most children can recognise all numbers to five, count to six and match candles on a cake. A few are able to count up to ten and have an understanding of 'more than' when sorting presents for a party, working in a group with a teacher. They identify how many more toys are needed when carefully questioned. But it is likely that attainment in mathematics for most children by the end of the Foundation Stage will still be below what is expected for their age, in spite of very good progress. Most will be able to count to twenty, recognise numerals to ten and add two groups of numbers. But many will find it difficult to use their knowledge to solve simple problems. 'More than' and 'less than' are terms that the children find difficult to interpret but they soon learn to compare numbers by counting a number of objects in one group when singing nursery rhymes or counting fingers. The words needed for mathematics are constantly being developed in both Bangla and in English. In order to develop mathematical concepts and language songs such as 'Five Birthday Candles' are used in the Reception classes and a game using large dice is played in a circle to practise counting and other skills. The children in the Nursery join the adults to sing enthusiastically 'Can you tell me?' and are fascinated by three huge sparkling rings on the finger of one of the adults. They eagerly join in counting them. Reception children make birthday cakes unsupervised in the sand using the appropriate number of candles for the consolidation of counting skills. The learning opportunities throughout the Foundation Stage are many and varied as well as interesting and motivating for the children. Activities and the skills being taught are broken down into manageable chunks, with resources used well to reinforce the concepts visually and orally.
66. In the Nursery, the adults use a wealth of planned and incidental opportunities very well to develop mathematical skills and concepts. Ordering, sorting, matching activities and puzzles and games are organised very well, and there is an emphasis on tactile and practical experiences in learning. In the Reception classes the children make a picture of boys and girls in their group by sticking figures on to the appropriate part of the set, following discussion and questioning to assess and consolidate learning. The very well-planned teaching is matched carefully to the children's needs throughout the Foundation Stage. Its strengths are in the precise and clear delivery of activities supported by relevant teaching points and the clear assessment of what has been learned and what each child needs in order to make progress. The teaching has improved well since the last inspection and is delivered using interesting and varied methods which motivate the children. Because of this the children develop confidence and substantial progress is made.

Knowledge and understanding of the world

67. When the children enter the Nursery, very few have developed a knowledge and understanding of the world around them. They are encouraged to use their senses and listen carefully to notice similarities and differences in the classroom. Opportunities are planned so that their curiosity is developed by the careful use of interactive displays of objects. These stimulate children to observe and develop their investigative skills, such as when the mendhi hands welcome them to the 'Come and Touch' table, or when they feel teddy bear, or a prickly foot, or a soft quilt. The Nursery children are able to note the difference between happy and sad

faces on another display, and change a face by adding a funny nose or glasses. Although their progress is very good, most will still find it difficult to ask questions about how things work and to talk about features they like or dislike by the end of the Foundation Stage. Their development will be well below that expected for their age in most aspects. However, their designing and making skills are better developed and information and communication technology skills are developing well.

68. The Reception children explore and select the bright and varied materials as they cut, stick and make clothes for their cardboard figures. They have identified differences, in hair and skin colour, between their group of children and adults, but find it difficult to describe differences between boys, girls or when looking at relative heights of children. Much support is needed to provide the necessary language. The Reception children develop skills about place with the use of stories and emphasis on pathways. Passage of time is relevantly explored through work on birthdays. The Nursery children begin to see the possibilities of technology as one child shows wonder and repeats; 'It's coming, it's coming' as he realises that the letters typed on the computer are coming out of the printer. A few see the function of the mouse to control eyes, nose and mouth when making a face. The children get to know Bobby their programmable toy as a friend and move him around the room. The Reception children use the computer regularly to reinforce their skills in language and mathematics and in other areas. The Nursery children develop their curiosity and show great delight when, in a circle, each opens a mystery box and finds that they are looking into a mirror that reflects the positive experiences they have had during the morning. The excellent supply of construction apparatus varied for purpose and in size and type develops problem-solving skills and those of invention and imagination for both Nursery and Reception children. Daily experiences of sand and water are well structured and use the full potential of these activities in all classes. For instance Reception children learn that their five fish float because they are light. The Nursery children choose their own materials, handling the scissors with varying skill as they decorate their cut out hands. Later in the year they impressively select tools and techniques to assemble their flowers made from toothpaste tubes, card and egg segments for the flower head, which they glue and colourfully decorate with tissue and cut paper. Direct access to impressive outside areas that can be used in wet weather, makes continuity in learning possible and the planning is very good. Teaching and learning are very good and the progress children make is equally good because the organisation ensures all children participate fully in stimulating activities with adults to help with language to support their learning. The excellent accommodation and resources are used creatively. There has been good improvement since the last inspection in this area of learning.

Physical development

69. Although the children on entry to the Nursery are very unsure about using balls, or riding bicycles and lack confidence in their skills, they soon enjoy wearing the helmets with 'look' written on them and learn very quickly to stop at the 'stop' sign. With careful but imaginative teaching they learn to steer in and out of plastic cones and develop good control as they throw and catch a large ball with an adult. The standards of physical development they attain at the end of the Foundation Stage are likely to be in line with that expected for their age, and some will exceed this. The children in each class make very good progress. The children move with confidence and good awareness of space in the familiar environment of their classrooms and are equally confident in the hall and outside. The excellent use of a

poem and accompanying tambourine music about a magic boot box challenged the children in one excellent Reception class lesson. The children used imaginative interpretation and a wide range of body shapes and movements. They were able to 'crumple low' and 'reach the sky' as suggested in the poem, using space well and responding to instructions effectively.

70. In each class the adults provide cutting and sticking activities regularly and work carefully in small groups to develop physical skills with small apparatus and art and design skills. So tools such as scissors, pencils and different sizes of painting brushes are chosen and handled increasingly well. The teachers make careful provision of commercial construction kits, jigsaws and threading activities to gradually increase confidence and precision in their use. The children in the Nursery and Reception classes enjoy opportunities to move to different rhythms and join in action songs such as 'The People Band' where they sing, stop, click and stamp feet, rhythmically and enjoyably. They develop their language well as they 'wiggle' and 'woggle' hands in different directions. Provision is very good and there is direct access to an excellent outside area with very good resources. There is a clear, systematic and imaginative focus on a wide range of physical skills and regular planned opportunities for their development. The teaching and learning observed during the inspection was consistently very good, and on occasions, excellent. There has been good improvement since the last inspection.

Creative development

71. Attainment in creative skills is in line with what is expected at the end of the Foundation Stage and the children make very good progress in expressing their feelings and ideas through a range of experiences in art, craft, music and imaginative play. In art the children attain above that expected because of their lively response to ideas. They experiment and practice in a range of art media and have good planned opportunities to show imagination in their artwork. Reception children complete impressive watercolour paintings of flowers, showing close observation and skills with fine brushes and show art representing nature in beautiful three dimensional hedgehog collages. Here, they are building skilfully on the high quality experiences in the Nursery when reflective teaching allows time for looking, listening and acquiring the necessary language and art skills. Skilfully taught lessons develop the children's skills in music and their appreciation of different styles of music. In the Reception classes the children practise using instruments to beat the rhythm of their names at well displayed classroom music corners. They all enjoy singing enthusiastically nursery rhymes, songs and action rhymes such as 'My hands can clap, clap, clap', where they have good rhythm and an accurate beat. Provision for creative development and the quality of teaching and learning are very good. It is characterised by skilful and imaginative teaching and high expectations. There has been good improvement in this area of learning since the last inspection.

ENGLISH

72. By the end of Year 2, the pupils' standards in reading and writing are below those expected nationally of pupils at age seven, but have improved significantly since the last inspection. The improvements are reflected in the most recent national tests, particularly in writing. By the end of Year 6, the pupils reach standards that broadly match those expected of pupils aged eleven. The standards they reach are also significantly better than at the time of the last inspection, when they were judged to

be below national expectations. The most recent national tests reflect this improvement. The rapid rise in standards is in part due to the very good teaching, which is well matched to the pupils needs, and in part to the pupils' very good attitudes to learning. The very effective way in which the school has implemented the national framework for literacy and a new programme for pupils who are bilingual learners has also contributed to the school's recent success in raising standards. Key Stage 1 standards in reading are improving and the most recent tests in 2001 are better than the previous year. Standards in writing are much better than they were in the 2000 national tests in which the pupils reached standards that were well below the national average. The pupils achieve well considering that the large majority of them start school with very little or no experience of spoken English.

73. Throughout Key Stage 1, the pupils make good progress in reading and, by the time they are ready to transfer to Key Stage 2, they achieve standards that fall only a little short of what is expected of pupils aged seven. The pupils read a satisfactory range of texts that includes information books, stories and poems. When they read stories aloud, they use their voices well to express the mood of the text and to convey something of the different characters. The pupils understand that writers use plots, characters and description to get the interest of their readers. The pupils willingly contribute to class and group discussions about the books they read. They are beginning to use evidence in the texts they read to make predictions about how characters will act and how the plot will unfold. The pupils make satisfactory use of information books in a number of subjects to help them learn more about the topics they study. Most pupils, for example, know how to use a simple contents page to get an idea of what a book is about, and how to use a simple index to locate specific information. The pupils use a range of methods for reading and understanding difficult or unfamiliar words and use initial letter sounds and the surrounding text, as well as the illustrations, to help them. The pupils regularly take schoolbooks home to read, but few of them have extensive collections of their own books.
74. The pupils continue to make good progress in reading throughout Key Stage 2. They read a good range of texts that includes novels, anthologies of poetry, play scripts, reference books, such as encyclopaedias and dictionaries, and information books that deal with subjects in the National Curriculum, such as history, geography and in religious education. They talk with considerable enthusiasm about the novels they read and form clear preferences for certain authors and types of novel. They enjoy, for example, the work of Roald Dahl, Dick King Smith and J. K Rowling. Although nearly all of the pupils read regularly for pleasure at school as well as at home, not many read information books at home in pursuit of their own interests or to extend what they learn at school. Some of the pupils read adult newspapers and television magazines, as well as popular children's comics. Most of the pupils know where the local public library is and a significant number of them use it regularly. The school ensures that the pupils learn to use and respond to a good range of texts in literacy lessons, including stories, novels, poems, plays, and texts that support learning in a wide range of National Curriculum subjects. The pupils are introduced to biographies and autobiographies and know, for example, the main features that distinguish biographical writing from autobiographical writing.
75. The pupils reach the expected standards in speaking and listening by the end of Key Stage 1. They listen very carefully to their teachers and to other adults in the classroom, and they listen politely to other pupils during class discussions. The

pupils are keen to answer questions and to participate in class discussions. The pupils who are bilingual learners make rapid progress in acquiring a useful vocabulary, which they use well to express themselves. Most pupils speak clearly and express themselves well. By the end of Key Stage 2, the pupils' are excellent listeners. They concentrate well in lessons and show how well they have listened by making thoughtful responses to the teachers' questions. They follow instructions carefully and listen politely to the contributions of other pupils. The pupils speak clearly and politely in well-formed sentences. Their discussion work in literacy lessons is often animated and good humoured, as well as thoughtful and constructive.

76. By the end of the Key Stage 1, the pupils do not quite reach the expected standard in writing. Nevertheless, they made good progress throughout Year 1 and Year 2. They are beginning to write in an appropriate range of forms. Their writing includes humorous stories, personal accounts, writing that is organised chronologically, news events and reports on football matches. They are beginning to show cause and effect in their writing, for example in stories, they have logical outcomes to the activities of their characters. They attempt simple speculative writing when, for example, they write about what they will do when they grow up. They write simple poems about their experiences of natural events such as the seasons. Some of their best work is in the form of personal accounts of everyday experiences such as going on shopping trips and attending birthday parties. The pupils' write in simple sentences that are sometimes punctuated with full stops and question marks. Most pupils know that sentences and people's names begin with capital letters. The pupils are beginning to use connectives to make their sentences more interesting, and some of their work reflects lessons they have had in writing text in the past as well as the present tense. The pupils accurately spell common, simple words and have a satisfactory knowledge of common irregular words such as 'said, and 'was'. They are beginning to recognise and use common letter strings that are spelled differently but which sound the same such as 'air' in flair, 'ear' in bear and 'are' care. The pupils' work is legible and the letters are formed correctly, including the joins, but these are not often used to write in joint script.
77. The standards reached in writing by pupils at the end of Year 6 match the national expectations of pupils aged eleven. The pupils attempt a wide range of forms that includes: recounts of personal experiences; writing in which they express opinions or give instructions to the reader; and texts in which they seek to persuade a reader to a particular view or course of action. They know how to take notes to aid personal study, and how write friendly letters and letters of complaint. They write simple biographies and good descriptions in which they use figures of speech such as similes. The pupils understand, and use appropriately, their knowledge of basic grammar. In their writing, for example, they use adjectives well to qualify nouns, and adverbs to qualify verbs. They write simple and compound sentences well and are beginning to use complex sentences with greater confidence. Most of the pupils' writing features a satisfactory use of punctuation marks such as commas to mark off lists, exclamation marks for emphasis, question marks and speech marks. The pupils know when it is appropriate to write in the present tense and when it is better to use the past tense. From their recent study of autobiographical and biographical texts, they have acquired a good understanding of when and how to write in the first and third persons. The pupils' spelling is satisfactory. The pupils spell regular, common words accurately. They have a sound knowledge of common letter strings such as '-sion' and '-tion' used, for example, in the spelling of such nouns as

'destination' and 'decision'. Most of the pupils write legibly, using well-formed joint script.

78. The quality of the teaching is very good with some excellent features. It is never less than good. The teaching has many strong features. The way the teachers plan literacy lessons in order to meet the needs of all pupils, including those who are bilingual learners, is one of them. All of the teachers, for example, prepare interesting activities and demonstrations that take account of the pupils' different language needs. This encourages the pupils to work hard and not get discouraged when the work is challenging. Another strong feature, is the way the teachers help their pupils to understand their own learning and to take an appropriate measure of responsibility for it. For example, the teachers are very skilful at sharing with their pupils what it is they should know and be able to do by the end of each lesson. This encourages the pupils to work hard and to reflect on how well they have learned what is expected of them. The teachers help the pupils to put their learning into a wider context when they show them what is expected of them at each stage in their learning. They also help the pupils to set targets for improvement. The pupils, therefore, have a clear idea of what they need to do next in order to make further progress. Another strong feature of the teaching is the way teachers use resources and displays. For example, the teachers have prominent classroom displays of helpful reference posters to aid the pupils in attaining a more effective use of language. These include posters on the different parts of speech, on punctuation and on good sentence construction, as well guides on how to plan and write different kinds of texts. The teachers encourage the pupils to use the displays to help them achieve greater independence in their learning.
79. The teachers deploy extra classroom support very well. They include the specialist teachers of English as an additional language, and the bilingual support workers, in the planning, and they use them very effectively during lessons. The role of the bilingual support workers in supporting the pupils who are at a very early stage of learning English is crucial to the pupils' rapid progress. The teachers meet the needs of the pupils who have special educational needs well because they make effective use of the individual education plans to provide well-matched learning tasks. These measures help to ensure that all pupils are able to participate in lessons and benefit from the teaching. A very significant strength of the teaching is the success the teachers have in establishing positive relationships with the pupils. The pupils work hard, not only because the activities planned for them are interesting, but also because they know that the teachers value pupils' work. The teachers' care is reflected not only in the attractive way they display the pupils' written work but also in way they mark it. They make sure that the marking encourages pupils to do their best. The teachers praise pupils' achievements, but they also indicate how the work could be improved. Because relationships are good, behaviour is good. Lessons go at a good pace because there are few interruptions to the teaching and learning. The pupils, therefore, achieve very well.
80. The subject is very well managed. The co-ordinator knows her subject well and offers very good support to her colleagues. As a result, the school has a very clear idea of how to meet the needs of all of its pupils. This is seen in the success with which teachers have implemented the national framework for literacy and in school-based initiatives such the *First Steps* programme which is very well suited to meeting the needs of the very high proportion of pupils at the school who are learning to be bilingual.

MATHEMATICS

81. Standards in mathematics are improving rapidly and are currently below those expected at the age of 7 and above the standards expected of eleven-year-olds. There are various factors that have had an impact on pupils' attainment in the National Curriculum tests, especially at the age of seven. These include the high proportion of pupils for whom English is an additional language and the higher than average proportion of pupils identified as having special educational needs. However, the teaching of mathematics is good in Key Stage 1 and very good in Key Stage 2 and the remarkable results by the time the pupils leave the school are testimony to the high quality of the teaching and the very good mathematics curriculum provided for the pupils.
82. The national numeracy strategy has been implemented very well and this is having a significant impact on standards. Results of the 2000 national tests for seven-year-olds are below the national average, reflecting to a large extent the language and reading difficulties of the pupils at that age. However, the pupils have made good progress from the time they started Year 1 and this is continued and accelerated through Key Stage 2. The 2001 results for eleven-year-olds show that the large majority of Year 6 pupils attained the expected level for their age and over forty per cent of them achieved Level 5, which exceeds the standard expected for their age. This would indicate attainment that is likely to be above or well above the national average and also well above average for similar schools. Over the last three years mathematics standards have improved rapidly, from well below average in 1998 to above average standards now. This indicates improving standards at a rate above the national trend. Overall the school is well on course to achieve its targets and to continue to improve towards its challenging targets agreed with the local authority over the next three years. The strategies used to support those pupils from an early age with bi-lingual support is helping to raise standards in mathematics because a lot of the work being done in Key Stage 2 involves the interpretation of problems and the translation of words into mathematical functions. Consequently, standards are rising year on year.
83. Attainment by the time the pupils are seven is below average, but the pupils have made good progress from Year 1. They are developing their understanding about numbers and how to calculate. They can count accurately backwards and forwards in ones. They are beginning to understand the language of subtraction, for example, Year 1 and 2 pupils were observed using small white boards to quickly calculate how to subtract numbers presented on a grid. Very early in the school year the pupils have grasped that to subtract you start with the largest number and then count back. Some pupils also use other methods, for example, counting on from the lower number or taking away from the larger number. Their recorded work shows that they are making good progress learning to tell the time and comparing weights of objects and volumes of liquids using non-standard measures. The pupils can recognise two and three-dimensional shapes and their properties and are aware of symmetrical shapes. The difficulties encountered translating written mathematical problems from the pupils' mother tongue are quickly overcome with the excellent support provided by bi-lingual workers. The pupils are beginning to grasp the essential elements of practical problems but when working unaided or independently they struggle to interpret what is expected or how to translate the problem into a mathematical function. This accounts for the difficulties the pupils face when undertaking National Curriculum tests at the age of seven, resulting in below average standards.

84. By the age of eleven, the pupils have made very good progress in all aspects of mathematics. They quickly learn to apply their knowledge of mathematics and numbers to solve real-life problems and to use the correct number operations. Consequently, standards are above those expected for their age by the end of Key Stage 2. The pupils gain a very good understanding of shapes and their properties and appropriate units of measure. They are learning how to handle data on graphs and charts very well. Their progress is a result of the large majority of very good teaching they receive in Key Stage 2. In these classes the pupils are developing enthusiasm for mathematics due to the high degree of motivation from their teachers and higher attaining pupils in particular are developing their work effectively. In Year 6, the pupils are learning to understand complex number operations, applying for example, long multiplication techniques to numbers up to and beyond ten thousand. In the lesson observed in Year 6, this was an excellent example of how the pupils check their answers using very good techniques that enable them to arrive at reasonable estimations of large numbers to help them check how accurate their calculations are. In Years 3 and 4, the pupils are developing their problem solving skills rapidly as they investigate problems presented in sentences, eliminating the unnecessary words from statements to establish which number operations are necessary as well as the function and objectives of the problem. In a very good Years 5 and 6 lesson, the pupils could quickly identify the key words in a problem and then move on to the number operations involved. By Year 6, the large majority of pupils can round numbers to the nearest decimal place or use effective mental techniques to identify how close they are to an accurate answer when calculating using long multiplication and division.
85. The pupils have positive attitudes to mathematics, and behaviour in lessons is very good. The pupils are very attentive and respond well to their teachers. Pupils with special educational needs are supported appropriately and make very good progress and all pupils are expected to participate in the activities provided. Learning assistants and bi-lingual support workers are deployed to provide very effective support for individuals and groups of pupils. Teachers and support staff plan together and there are very effective checking systems to ensure that all the pupils are making sufficient progress. The pupils respond very well to adults and know their own targets because the objectives of the lessons are always shared with them.
86. The pupils are learning to use mathematics in other subjects. For example, in science lessons where the pupils record their investigations using charts and matrices, as in Years 5 and 6 when investigating the properties of insulation by timing and recording relative temperatures then recording these on a chart. Year 1 and 2 pupils use simple block graphs and charts to illustrate different types of healthy food. When using information and communication technology, the older pupils are able to use simple spreadsheets to record and set out numbers to calculate totals or present facts using simple charts and graphs. At the time of the inspection, ICT had only just been set up in the new computer suite and younger pupils throughout the school have not had as much experience as older pupils. This is an area which the school intends to improve rapidly as there are very good plans to incorporate ICT into mathematics lessons. The pupils present their mathematics work very well because high expectations are set by teachers. Consequently, the pupils learn to present their work neatly and this helps them to produce accurate

work, especially when numbers are used in grids or when calculating using horizontal or vertical methods in multiplication.

87. Teaching and learning are good overall in Key Stage 1 with very good features, and very good in Key Stage 2 with excellent features. The school has implemented the national numeracy strategy successfully and lessons are generally well structured in three parts with an introduction, different activities depending on the pupils' abilities and discussion time. Mental arithmetic is used appropriately to check for pupils' understanding. A strength of most lessons is the good use of an introduction to clarify the learning objectives. Teachers and support staff make careful assessment of what the pupils have achieved. When lessons are very good or excellent there are more challenging activities which are very well matched to the pupils' abilities and they make very good progress as a result. Where lessons are good or satisfactory there are differentiated tasks, but these sometimes lack sufficient challenge to extend the pupils' thinking, although reinforcement of previously learned skills and understanding is addressed well.
88. In an excellent Year 6 lesson, the activities in the middle part of the lesson were very challenging with time provided for the pupils to learn from their mistakes and self-correct. The teaching allowed sufficient time for small groups of pupils to go over their work and homework was very well used as a basis for discussion as the teacher reflected on the work he had marked, explaining to the pupils the strengths and weaknesses of their work. In good lessons, the planning and delivery are good and teachers explain the objectives of the lesson clearly to the pupils. However, in the middle part of the main activities set for the pupils there is some work that could have been more challenging. Although these lessons have minor shortcomings compared with the high quality lessons observed, the main activities vary in their ability to challenge and extend the pupils' thinking. In Key Stage 1 for example, the most challenging part of each lesson tends to be the class discussion and whole class plenary where the pupils are questioned and their mental arithmetic skills are being developed. However, the middle part of most lessons observed, tended to set less demanding worksheet activities, for example, matching answers to sums by connecting the two with a line. In some lessons in Key Stage 1, teachers repeat what they say too often as they perceive the need to consolidate what the pupils understand but this is sometimes unnecessary and can lead to restlessness amongst the pupils. In Key Stage 2, most lessons set more challenging number investigations as, for example, when the pupils had to estimate to the nearest thousand or hundred and then calculate using a variety of methods to establish how accurate their original estimations were. In some lessons in Key Stage 2, numeracy tasks were too simple for some pupils, for example, when using calculators in one lesson some pupils were too familiar with the calculator game, resulting in them straying off task. However, in all of the lessons observed, teachers are alert to any inattention and soon bring the pupils back on task, for example, by ensuring that they complete their task after a set time. In one very good lesson observed, there were five different worksheets, all set at different levels of difficulty so that the pupils were appropriately engaged in the activities set.
89. Overall, teachers have a very good and secure knowledge of mathematics, and teach basic skills very effectively. Bi-lingual support is excellent as it enables the large majority of pupils for whom English is an additional language to participate in class discussion and to interpret key words when engaged in independent problem solving activities. This is having a significant effect on standards. Planning is very effective and teachers' expectations are usually high, except that in some lessons

activities could be more demanding. The staff use teaching methods very effectively and manage the pupils well, especially in promoting positive behaviour. They make good use of time, resources and use support staff appropriately. Assessments of pupils' progress are used to inform future teaching and homework is given regularly. Teachers mark their pupils' work regularly with helpful hints and suggestions to help them improve. In the most effective lessons seen, the homework was used as a basis for further investigations so that the pupils had time to self-correct and improve on their previous efforts. During lunch-times, the support staff organise additional numeracy sessions for pupils, especially those who are in the early stages of English language acquisition. The staff use a structured scheme which helps the pupils to improve their language skills associated with mathematics. The pupils thoroughly enjoy these sessions and it is testimony to the school and the commitment of its pupils and staff as they are willing to give up so much of their break-times to engage in useful learning activities.

90. Resources are appropriate and accessible to the pupils and there is a good range available for all strands of the mathematics curriculum. Teachers make very good use of small white boards, number lines, flash cards and number fans to support the pupils during numeracy lessons using the recommended teaching methods in the national numeracy strategy. The pupils use individual white boards to record and show their work and in Key Stage 1 number lines are used very well to demonstrate the relative position and size of numbers. Assessment procedures are being used effectively to record what the pupils have learned. There is excellent leadership of the subject with clear educational direction and very good use of evaluations of teachers' planning. The subject co-ordinator has a very clear understanding of the school's strengths and areas for further development. The management of the school has secure arrangements for the co-ordinator to monitor lessons, support staff and to work alongside colleagues to establish best practice. This is evident across the school as the techniques used by teachers in numeracy lessons are consistently applied and consequently very effective in aiding pupils' learning. The effective use of bi-lingual support workers is having a direct impact on the progress the pupils make in early language skills associated with mathematics and problem solving. The senior management team and the mathematics co-ordinator are able to set realistic and accurate attainment targets, based on an understanding of the difficulties bi-lingual pupils face in the early years of school. The co-ordinator has an excellent understanding of the mathematics curriculum and keeps excellent records of pupils' work to help the staff evaluate and moderate standards across the school.

SCIENCE

91. The teachers' assessments of the number of pupils aged seven attaining Level 2 in 2000 showed some improvement on those of the previous year, but were still well below the national average. The most recent assessments for pupils of that age indicate similar performance. Results in the National Curriculum tests for pupils aged 11 in 2000 were below average overall, although the number of pupils gaining the higher grade of Level 5 was in line with the national figures. The overall results were lower than those of the previous year, when there had been significant improvement. Results in the 2001 tests for pupils of this age show remarkable improvement on these figures and it is likely that the results will be well above the national average and well above average compared with similar schools. The numbers of pupils attaining Level 5, had leapt to include more than half of the pupils in that year group. Standards in 2000 were well above those for similar schools, so

the 2001 results will compare very favourably with such schools. The picture presented by these impressive results is confirmed by the present inspection, with the attainment of the younger pupils being clearly below average, whilst that for the oldest pupils in school is well above average. Since the previous inspection, when standards were judged to be broadly in line with the national figures, results by the time pupils leave the school have improved very significantly, and those for younger pupils have also shown good improvement.

92. The attainment of Key Stage 2 pupils was typified by a Year 6 lesson in which pupils of all abilities were completely engrossed in their work on electrical circuits, showing a high level of knowledge and understanding of both parallel and series circuits and how they are modified by the inclusion of features such as electrical motors and two-way switches. The work was firmly anchored in a practical project, the refurbishment of Niamh's house, and was an excellent example of why the pupils are doing so well. They enjoy the investigative and practical aspects of the subject, cooperate very well with each other, sharing ideas and resources, and are very well motivated. Similarly, pupils in Years 5 and 6 investigated the insulating properties of materials in another well-focused project, which was aimed at keeping the teachers' tea hot. They recorded their observations carefully, and most already showed a good understanding of how to conduct a scientific investigation and ensure that their testing is fair. Limitations in the language skills of most younger pupils in Key Stage 1 mean that, although they enjoy discussing their findings with others and drawing conclusions based on the evidence they have gathered, many find it difficult to describe precisely what they have observed or to write about what they are learning. Pupils in Years 1 and 2, for instance, although enjoying sharing their ideas about the pictures they saw of animals in the wild, showed limited ability to talk about them. However, all the pupils, especially those with special educational needs and those for whom English is an additional language, receive very effective support from both teachers and support staff. This means that, by the time they reach Years 3 and 4, they are beginning to master the language skills they need and their learning accelerates, enabling them to reach the high levels in the subject that many do by the time they leave the school. Work completed previously indicates that, by that stage, the pupils have a very good understanding overall of the various elements of the science curriculum, and make particularly good progress in the investigative element of the subject. Younger pupils are encouraged to explore the world around them and to ask questions about how it is made. They are able to identify the difference between living and non-living things, for instance, and show sound awareness of how plants grow.
93. The quality of teaching and learning is good in Years 1 and 2, and very good overall in Years 3 to 6. Throughout the school, teaching is now based firmly on scientific investigation to which the pupils respond very well and through which they learn very effectively. Above all, the teachers make science exciting. They plan interesting and relevant learning activities, in which the objectives are always clear. There is a good match between the activities provided and the various levels of ability within each class. The teachers' subject knowledge is good, and often very good. All make good use of questioning to challenge the pupils to think. They usually check their pupils' existing understanding before moving further into a topic and make good use of summary sessions to reinforce learning. In the best lessons, such as the Year 6 one on electricity mentioned above, learning is very well structured, and all pupils are challenged to learn at an appropriate level. As a result, the pupils are totally absorbed in the completion of their investigations and make clear gains in their learning. This happens particularly

where the teachers have sufficient confidence to allow the pupils the freedom to investigate, as in a class of pupils from Years 3 and 4 who were exploring magnetism.

94. Since the teachers make science an interesting and often challenging activity, the pupils' attitudes to their work are very good. Consequently, pupils with special educational needs make good progress in their learning. Pupils for whom English is an additional language and the more able make very good progress to achieve the levels they do from the low base at which they enter the school in terms of the spoken English language. The pupils enjoy the work they are doing and make the most of the interesting opportunities provided for them. They work well together and share resources sensibly. They record work in a variety of ways. Some use is made of information and communication technology to aid this, but the possibilities provided by the school's new facilities for this have not yet been explored fully. All pupils are encouraged to develop useful questioning skills, which are a basis for good investigative work. They make good gains in their observational skills, and are encouraged throughout the school to become familiar with and use the appropriate vocabulary. The subject makes a good contribution to the pupils' personal development as they explore the world and delight in discovery. Much of the pupils' work in science is supported by and supports work in literacy, to the mutual benefit of both aspects of learning. It also contributes to the development of pupils' skills in numeracy through the recording, analysis and presentation of information, but more development of this aspect of the subject is scheduled.
95. The very effective co-ordinator has a clear idea of the development needs of the subject, and undertakes careful monitoring of teachers' planning and pupils' work. A new and very detailed policy for the subject has been developed to provide support for all staff. Planning is thorough, and for instance, opportunities for assessment are always clearly identified. The subject is well resourced. Health and safety issues are addressed well.

ART AND DESIGN

96. The pupils reach above the expected standard by the end of Year 2 and Year 6. Standards at Key Stage 2 have improved since the last inspection, when they were judged to meet national expectations but not exceed them. The scrutiny of pupils' work indicates that most of the pupils, including those with special educational needs, make good progress and achieve well because the learning opportunities are challenging and interesting.
97. The pupils make effective use of opportunities to draw and paint what they see in the natural world and the built environment. For example, the pupils paint attractive pictures of autumn leaves and wild birds that show how closely they have observed them and how faithfully they have reproduced the detail. Much of the work that the pupils do shows their thoughtful responses to a wide range of subjects. In representations of the school's former building, for example, the pupils' work shows a keen appreciation of its Victorian architectural features. In well-executed collages of the school's new garden, the pupils successfully capture the colours and textures of wild plants and animals.
98. In Years 1 and 2, the pupils design and build simple sculptures using natural materials such as stick, stones and leaves. They use fabrics well in simple woven patterns and in collages. They paint self-portraits and successfully represent in pencil, paint and wax, pictures of local buildings. In their self-portraits they make

good use of shading and tone to create texture and the illusion of solidity. The pupils successfully explore simple printing techniques to create attractive patterns.

99. In Years 3 and 4, the pupils learn about the work of Arcumboldo and use his paintings to begin their own exploration of how human relationships can be represented in artwork. They achieve above average skills in using pastels and colour washes when they create portraits of pairs of children. This is because the pupils make good use of digital cameras to record images that express relationships through gestures, facial expressions and body language to extend their understanding of composition. The pupils become very proficient at representing relationships through their work because the curriculum provides them with a rich set of learning experiences and with many different ways to represent what they see. For example, the pupils' work includes sketches of figures from the Victorian period that explore the relationship between rich and poor and between young and old. The pupils use stick figures to explore the range of movements their bodies can make; they design geometric faces and they use photographs from colour magazines to create collages of faces that express a wide range of emotions. The pupils are particularly good at representing patterns. The work they do on Islamic patterns is of a high quality, showing attention to accuracy and a good eye for colour. Many of the patterns they create are detailed and intricate and faithfully reflect the art of the East. The pupils also make good use of craft techniques when they make replicas of ancient Greek masks and pots.
100. In Years 5 and 6, the pupils paint vivid pictures of people in action that show good use of tone and shade. They explore the art of the Victorian artist, William Morris, and successfully use his ideas for wallpaper when they print their own designs. They use textiles in collages of Tudor life and monarchs. Some of the work the pupils do on landscape is particularly successful, especially when they use what they have learned about perspective. They make effective use of pastels and watercolours in a wide range of observational drawings that focus upon the local environment and their place in it. These include detailed paintings and drawings of the entrance to the old school building, portraits of themselves in traditional costume, local streets, building and factories. During their annual residential week, the older pupils create attractive works in clay and experiment with embroidery and tie-and-dye techniques. They use coloured chalk on black sugar paper to very good effect in pictures of wild animals and gardens.
101. Although few lessons were seen during the inspection, the evidence is that the teaching is good. Among the strengths of the teaching are the quality of planning, the provision of challenging learning opportunities, the use of resources and the willingness of teachers to let pupils explore techniques for expressing their own responses to what they see around them. In their planning, for example, the teachers make sure that they cover a rich programme of activities that introduces the pupils to a very wide range of art forms. They carefully plan activities to include opportunities for the pupils to learn from the work of famous artists, both from the past and from other cultures. For example, in a lesson for pupils in Year 5 and Year 6, the teacher skilfully used the work of David Hockney to help the pupils explore the properties of water and how they can be represented on canvas. The resources she provided were of good quality and the pupils used them well. The teachers make sure that the work is relevant to the pupils' needs and interests. They plan work that calls on the pupils to reflect on their own responses to what they see, and that gives them opportunities to express themselves in many different ways using a wide range of media. This helps the pupils to achieve a good understanding of how

art and life are inter-related. The learning activities are varied and challenging. As a result, the pupils learn quickly and soon develop a good level of independence in expressing themselves through images. They also help the pupils to develop good attitudes to learning and come to trust their judgments about the qualities in their own and others' work. The teachers make good use of the wide range of available resources and constantly seek ways to encourage the pupils to explore new techniques and to refine their newly acquired skills in drawing, painting and making. This makes the work interesting to the pupils and challenges them to explore for themselves the properties of the materials and media they use. A good example of this was seen in Year 6 lesson in which the pupils explored a wide range of sketching and composition skills in well-planned activities.

102. The subject is well managed. The co-ordinator is a skilled practitioner and knows her subject well. She provides very good support to her colleagues and has contributed significantly to the school's excellent art curriculum.

DESIGN AND TECHNOLOGY

103. The standard of work achieved, by the time the pupils are seven and when they are eleven is in line with that expected nationally. From the scrutiny of pupils' previous work, some of the topics covered show levels of attainment that exceed the expected standards at both ages because the work provided in-depth opportunities for the pupils to extend their skills. The pupils overall, including those with special educational needs, make good progress and this is an improvement since the last inspection. The work produced is always of good quality because the teaching, following a new scheme of work, gives emphasis to the pupils being able to systematically plan their design, make and then evaluating their product and the design process. This also is an improvement since the last inspection when the judgements then were that effective strategies for encouraging the pupils to evaluate their work were not always being used.
104. Although no lessons were seen at Key Stage 1, from the wide sample of pupils' work and other evidence it is clear that, by the age of seven, they clarify their ideas for making a product, through class and group discussion. The pupils are confident in identifying the items they need to make their model. They choose from a range of suitable materials, such as paper, card and string, and of tools, such as scissors and needles. The pupils cut their components carefully and join them together accurately, using items such as sticky tape, string, straws and split pins. They are successful at making, for instance, fruit salad, pictures with moving parts and a well for Jack and Jill using a straw for a winder. When making fruit salad they looked at all the components, observed and sketched them closely and carefully in cross section. In plans for their designs they use labelled diagrams. When writing how they might improve, one suggestion was to 'put more cream in'.
105. By the time the pupils are eleven, pupils work out how switches and motors work to make a framed buggy, to which most pupils attach wheels successfully. They complete this as a practical task which has a focus on the particular skills involved. The older pupils are able to draw up appropriate plans, in some cases, first disassembling commercially produced items to help them. Having produced their plans, pupils choose from a range of materials, including wood, metal and textiles, and of tools, including saws and needles, as for instance Year 6 pupils when making shelters at the outdoor education centre. They use their own design specification, look at the loading of the shelter and ways of joining it, and evaluated

its strength to stand up to the wind. At the end of the activity half of the pupils were able to give credible reasons for the way the shelters were able to withstand the forces of the wind. All of the work seen in Key Stage 2 shows that the pupils measure successfully, cut and shape materials and join them with, for instance, glue or often intricate stitches, as the Year 3 and 4 pupils, when designing and making their money containers. They use appropriate finishing techniques where required and evaluate their work confidently, both as they proceed and when they have finished. The pupils work with precision and care, confidence and enjoyment. The pupils have good opportunities to make food items.

106. The quality of teaching and learning is good overall in all classes and sometimes better. Planning is thorough and of high quality. The teachers have good subject knowledge and set high expectations. They provide clear instructions together with an appropriate range of resources to support pupils with their work. The pupils use a range of planning and evaluation sheets which provide a useful structure for their work. These are carefully designed to challenge the pupils at different ages. The pupils for their part are keen and enthusiastic, and show very good attitudes to their work. This enables them all, including those with special educational needs, to make consistently good gains in their designing, making and evaluative skills. Reflective qualities are present in the work. Their work shows attention to detail and is finished carefully. A good range of strategies is used, such as disassembling products or trying out different joining techniques. This helps pupils identify the components and the most suitable methods for making to apply to their ideas. It was clear from the one lesson observed in Year 4 that they know what they are required to do and turn readily to their teachers if a need should arise. The teaching was systematic and well structured and so good work habits have been developed. The pupils are used to working together collaboratively, which they do easily and effectively. They are very well behaved which enables them to concentrate on benefiting from each other's expertise and developing their design and technology skills. The arrangements in the middle years, that is in Years 3 and 4, of one teacher taking all three classes for the subject, have a positive impact on standards and progress and make effective use of the available resources.
107. The profile of the subject has been raised since the last inspection and there is now an appropriate scheme of work, based on national guidelines, with a new policy due to be written in line with this. The co-ordinator is enthusiastic and has a clear understanding of the needs of the subject. Planning is monitored well but there has been limited opportunity to monitor the work in lessons. The well-established school procedures ensure that planned activities are assessed regularly and it is on this information that the teachers plan the next steps in learning. However, it is not possible to form a picture of the pupils' current attainment or their progress over time as an extension of these records is necessary. Resources are satisfactory for the units of work completed so far; they are used well although there are some gaps. The writing activities undertaken in planning and evaluating work give support to the school's initiative in literacy and the school intends to link the subject even more fully with literacy. Measuring activities support the work in numeracy and there is some use of information and communication technology. Local industry usefully supports some of the pupils' activities and links with the community through design and technology activities are excellent. The pupils have helped design a play area for a local park, road safety signs for local streets, an environmental area for a local firm and also an impressive stained glass window, working with a local artists group in school. All of these links contribute significantly to the pupils' learning.

GEOGRAPHY

108. Although the levels attained by pupils at the age of seven are below national expectations overall, levels of attainment by the time they are eleven are broadly in line with those expected nationally. This is substantially the same as the overall judgement made at the time of the last inspection about standards for the oldest pupils, though there have been significant improvements since then. Although it was only possible in the present inspection to observe lessons in Key Stage 2, it is clear from lessons observed and from work already completed that pupils, including those with special educational needs, are making good progress in their learning. By the time they are 11, the pupils have a good understanding of their own locality and many have sound knowledge of other localities in this country, or in other parts of the world, such as continental Europe and the Caribbean. They develop an appreciation of the significance of key physical features, such as rivers and mountains, and their map work skills at this age are satisfactory. At the age of seven, the pupils are already gaining a sound awareness of the area in which they live and are beginning to identify some of the similarities and differences between it and other areas. They are familiar with simple maps and plans. In their earlier years in the school, many pupils have difficulty with the language skills they need, but the support they receive and the constant emphasis on the use of the correct geographical vocabulary mean that many develop a good awareness of the language needed to describe different localities. Many pupils in the school are able to make first-hand comparisons between life in Britain and life in Bangladesh.
109. From their early years in the school, all the pupils are encouraged to become familiar with appropriate language to describe their surroundings and are introduced to basic ideas about maps. Early in Key Stage 1, they begin to identify particular physical features of the locality and are introduced to simple mapping skills, for instance, by drawing plans of their new classroom. During Key Stage 2, they continue to develop their familiarity with maps, whilst pursuing a series of geography units, and develop an understanding of the physical and human features of differing regions. The topics covered throughout the school help to build up the pupils' knowledge of their own surroundings and of other areas, countries and cultures, as well as providing opportunities for them to practise their skills. The carefully planned repetition of topics several times during each pupil's time in school helps to reinforce what they are learning and to ensure consistent progress through the school. Good use is made of the school's own locality, and clear progress is seen across the year groups in the pupils' awareness of their environment and of how aspects of it might be improved. Pupils in Year 4, for example, showed good awareness of social and environmental issues when talking about settlements.
110. The standard of teaching is good. The teachers' subject knowledge throughout the school is good, and good use is made of particular skills through grouping arrangements. The teachers use questioning well and encourage pupils to use the correct language in their work. Lessons are always well planned, and the pupils respond well to the opportunities provided, showing a lively interest in what they are doing. They work well together, show good attitudes, and the quality of learning is good. The teachers' classroom management is very good, and they make good use of the time available. The school's thoughtful arrangements for teaching much of the geography curriculum by way of its literacy provision has still to be evaluated. It is clear, however, that this is not only benefiting the development of pupils' language skills, but is also making a good contribution to the pupils' geographical knowledge and their ability, for example, to research topics such as rivers and to

organise their findings within a framework that encourages detailed and careful recording. The provision of additional time for the teaching of geographical skills means that these are also developed consistently. Activities such as the collection, analysis and presentation of weather data make a good contribution to the pupils' numeracy. Limited use is made of information and communication technology (ICT) at present but, with the recent introduction of new and much improved ICT resources, the school plans to extend the use of computers and new technology to geography lessons.

111. The new national scheme of work is providing useful guidance, and a revised scheme of work is being produced. Its full implementation will require further development of approaches to assessment and the identification of pupils' progress in the development of geographical skills. The co-ordinator has clear views about the way in which the subject should develop, and provides good support to colleagues. The subject is satisfactorily resourced for text and reference books about topics currently being studied, and good use is made of loan services. Good use is also made of the locality and of visits further afield, such as the residential visit that normally takes place for Year 6 pupils. As its new grounds are developed, the school is looking forward to the establishment of a geography garden.

HISTORY

112. Although it was only possible to observe one history lesson in the course of this inspection, there is ample evidence from work already completed that, as pupils go through the school, they make good progress overall in the development of historical skills, knowledge and understanding. Levels of achievement are at least in line with national expectations by the time pupils leave the school, but are below that level at the age of seven, because of the pupils' limited language skills at that age. Pupils throughout the school enjoy history, with many indications from work on, for example, the Romans and the Ancient Greeks that they are making good gains in knowledge of the periods being studied. Older pupils begin to develop a good understanding of the key people and influences that have shaped history. The pupils in Years 5 and 6, for instance, learn much detail about the Tudor period and are able to consider thoughtfully the differing lifestyles of the rich and the poor at that time. In these and other topics, they learn to identify similarities and differences between their life now and life in past times, and they enjoy the opportunity to explore many of their own ideas and values. The work produced by older pupils shows good levels of knowledge overall and appropriate development of historical skills. Pupils throughout the school are introduced carefully to a range of historical sources and are encouraged to ask questions about the evidence they provide and about its reliability. Pupils in Years 1 and 2, for instance, are already familiar with the detective work that goes into the study of history, and enjoy the opportunity to consider how toys and familiar household objects have changed over time. Pupils of all attainment levels, including those with special educational needs, make good progress as they become used to dealing with a variety of historical sources. All of the historical topics the pupils study are carefully linked to a clear timeline for the period, and the pupils show a developing sense of chronology.
113. Throughout the school, work in history is linked well to other areas of the curriculum, including literacy and art. The work produced by pupils as a result of their studies is well displayed, helping to create an interesting and stimulating learning environment and celebrating good work. Much work in the subject is completed within the framework of literacy lessons, where books on historical topics, such as Ancient Egypt, are used as examples of non-fiction. The subject also makes a good

contribution to the development of literacy through, for instance, opportunities for empathetic and extended writing. Older pupils are able to engage in independent study or research activities of the kind that will extend learning, particularly for the higher attaining pupils. They enjoy gathering information from the books available, or through their access to CD-ROMs on computers, and the finished work they produce is often of very good quality. The school plans to make more use of information and communication technology, particularly to challenge higher attainers. Pupils throughout the school are encouraged to develop a good awareness of the appropriate vocabulary for historical study.

114. It is clear from all the evidence available that the quality of teaching is good. Consequently, the quality of learning throughout the school is also good. The teachers' subject knowledge is good, and often very good, and they convey well to pupils their own enthusiasm for the topics being studied. The pupils respond well, gaining considerable pleasure in the work they do and enjoying the things they learn about the past. Good use is made of questioning and of the time available. The teachers' classroom management is very good, and the learning experiences provided are very well planned. Planning for the subject is good. The use and adaptation of the national scheme of work is supported by the school's own policy and scheme of work. Regular opportunities are used for the assessment of historical skills and knowledge. The co-ordinator is well informed and enthusiastic, and has clear ideas about the subject's development. History is appropriately resourced in the provision of books and materials within the classrooms for the topics that are studied, and these resources are augmented well by means of loan services. Good use is made of the locality and of visits to places of historical interest, as in the enjoyable visit to Chester undertaken by pupils in Years 3 and 4 as part of their work on the Romans. One of the most useful resources for the development of the pupils' historical awareness has, of course, been the school's own very recent move from its previous Victorian building in Eustace Street to its new premises, and this has been used well. The subject has continued to develop well since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards in information and communication technology (ICT) are below those expected by the age of seven and just in line with those expected at eleven. Standards in ICT could be higher given that the pupils achieve so well in other subjects. At the time of the inspection the school had only just moved into its new building and, to the credit of the headteacher and staff, had managed to set up its brand new ICT room so that it was fully operational. The school has improved standards since its last inspection although the improvement has been slow due to the poor facilities available in the previous school building and the understandable need to address these shortcomings with new and much improved facilities in the current building. As a result, early indications are that standards are improving because of the introduction of new resources including the recent establishment of a dedicated ICT room. The last inspection identified the need to teach the full programme of ICT but more progress ought to have been made as at that time it was also recognised that the school had just invested heavily on new resources. These new resources should have had a greater impact on standards four years ago. There has been good improvement in the curriculum as the school now teaches the recommended programme set out in the ICT National Curriculum. Although a slow start has been made in raising standards, more could be done to provide the pupils with enough access to computers for them to reach the standards

they are capable of achieving. The school has rightly focused on improving language, literacy, mathematics and science standards, which has affected improvements to ICT.

116. In Key Stage 1, Year 2 pupils were observed making good progress using the computer in their own classroom. The pupils are developing a good grasp of basic keyboard skills and simple word processing techniques. This is helping them to learn how to use the functions and tools in a word processing program. Standards are still below those expected for their age but the pupils are developing an understanding of basic skills, with further plans to utilise the new ICT room so that all the pupils have better access to computers. The pupils can type in text and edit using spacing and appropriate keyboard commands. As this was the start of the school year it was clear that the pupils had improved their ICT skills in a short space of time because they were confident and familiar with the keyboard, mouse and menu commands presented to them. In another lesson, a class of Year 1 and 2 pupils made good progress using computers in the ICT room. The pupils quickly grasped the necessary skills that enabled them to point with a mouse, click and drag a picture on the computer screen to match it with a word in a sentence. They are familiar with simple routines and procedures that enable them to log on to a computer but are unable to load and save their own files and Year 2 pupils need guidance when directing the computer to print.
117. In Key Stage 2, the pupils benefit from good teaching and there is effective learning taking place but there is a wide spread of ability in some year groups which makes it difficult for the teachers and support staff to focus on particular skills when teaching a whole class in the ICT room. For example, Year 5 and 6 pupils made satisfactory progress in the ICT room using simple spell checkers and editing techniques in a word processor, but needed more time to practice these techniques to consolidate their learning as well as learn from their mistakes. At present, the pupils tend to rely on adult support, reflecting the school's patchy provision in the past and the need to provide more regular opportunities for the pupils to use computers across a range of subjects. Year 3 and 4 pupils, in a very good lesson, practised making repeating patterns using a graphics program. The pupils made very good progress but standards by the end of Year 3 were still below those expected for pupils this age. The new and improved facilities are already having a positive effect on the pupils who are very motivated and interested in ICT and its capability. The pupils eventually learned to cut and paste images by re-arranging them around the screen to form repeated patterns. Good use was made of homework to consolidate their work as the pupils were required to investigate the patterns further at home using print outs of their work.
118. Older pupils can search a graphics program to find colour palettes and use menu driven instructions in order to choose how to change the way text is presented. Previous work kept in an ICT portfolio shows some imaginative work resulted from their investigations, for example, where the pupils have decorated text with illustrations or patterns. The pupils with special educational needs sometimes struggle, trying to remember the sequence of commands required to alter the text but soon grasp the necessary sequence with guided support. Older pupils in Key Stage 2 have investigated lists and tallies of numbers using spreadsheets. Discussions with older pupils shows that they have a satisfactory understanding of ICT and its application to a range of word processing and graphics or desktop publishing tasks but are less secure with the language of turtle graphics and control technology.

119. Teachers provide a series of tasks in the ICT room aimed at developing basic skills. The pupils respond well and are excited about their new and much improved facilities. The teaching observed during the inspection was good overall, although it ranged between satisfactory to one very good lesson. The school has appointed a full-time ICT technician who provides good support to teachers and pupils when timetabled to use the new ICT room. Now that there are better resources and more focused ICT work is planned, the school is well placed to raise standards further. Currently, there are some teething problems as the staff become accustomed to the school's new technology, which includes facilities for electronic mailing and using the Internet. The co-ordinator has set up good links with another primary school in a very different location so that the pupils can e-mail each other and work on similar projects. Standards could be higher, given that the pupils achieve so well in other subjects, for example, as they do in mathematics and science. There are some difficulties and issues that the school must overcome in order to raise standards. The teaching at present has rightly focused on basic computer skills, but a significant proportion of pupils, especially older pupils, have developed good skills and their needs are not always being met. The use of the ICT room with a whole class of mixed ability pupils is difficult to manage as the pupils have very different needs, resulting in teachers and support staff being stretched to cope with the many demands placed on them as the pupils reach different levels in their computer work. Another issue relates to how computer work can be incorporated into other lessons and subjects. There is some inconsistency across the school as in some topics covered there is evidence that opportunities have been missed to incorporate some ICT work in say art and design, science, history or geography lessons. The co-ordinator has rightly identified this as an area for development in the school's management plan.
120. The co-ordinator is knowledgeable and well organised. Resources are very good and well matched to the needs and capabilities of the pupils as well as to the demands of the ICT curriculum. Teachers are undergoing training and this has ensured that spending on new resources is efficient and improves standards. The school has improved standards since the last inspection and has improved the quality of teaching and the breadth of the ICT curriculum. There are good plans to involve parents in adult education classes with the intention of improving the involvement of parents in their children's education.

MUSIC

121. The standard of work by the time pupils are seven and when they are eleven is in line with that expected nationally. Pupils overall, including those for whom English is an additional language and those with special educational needs, make good progress. In their singing they often make very good progress. The school provides time for interesting learning opportunities in and out of school and the pupils' skills and enjoyment are developed well. The standards of the previous inspection have been maintained and there are now useful links with the secondary school when a specialist teacher of music comes into the school to teach the Year 6 pupils each week. The planning has improved. Its structure now provides for clear progress in learning and continuity between classes, with activities matched carefully to differing needs.
122. Pupils in every class in the school always listen well. For instance, at each assembly they listen appreciatively to different types of music, such as

'Greensleeves' and learn to understand the preferences they and their teachers have. They put much expression into their singing when performing together. By the time the pupils are seven, they sing a variety of songs with confidence and with growing control over rhythm and pitch. They practise and consolidate their skills as when Year 2 pupils use hand signals to indicate the pitch of the notes which other children play on instruments, with children as judges. The work in books and evidence from photographs and discussions shows that the pupils explore and make sounds using a wide range of tuned and untuned percussion instruments. They are able to identify high, low and sometimes medial sounds and use high and low placed dots to compose a short musical sequence successfully. By the time they are eleven the pupils sing a range of songs, sometimes in two parts, showing good control over both breathing and diction. This was evident when the enthusiastic choir of thirty pupils, meeting at lunchtime, sang about conkers at autumn. The pupils are happy to perform their work from memory. They create, develop and organise their own musical ideas and make musical stories. They listen readily to a range of recorded music, and respond to it appreciatively, such as when describing Vivaldi's 'Autumn' music as like 'beads falling to the floor'. The pupils are developing a sound musical vocabulary and use this with growing confidence to improve their work.

123. Although only limited opportunities were available for the direct observation of music, it is clear from evidence such as the high quality planning that the quality of teaching and learning throughout the school is good overall. This is typified by the excellent practice observed in a singing lesson for Key Stage 1 pupils and children in the Foundation Stage. The teacher's subject knowledge, teaching skills and choice of songs enabled the pupils to learn more about rhythm and pitch, as they were encouraged to sing higher or lower and listen for their classmates high or low notes on the piano. The delivery of the lesson was outstanding, with high expectations of the pupils' performance and the pupils fully motivated by the enthusiasm of all the adults present, who were totally involved. Generally, teachers are confident in teaching music and they convey their skills and enthusiasm to the pupils. In the lessons seen, from talking to the pupils, and from other evidence it is clear that all of the pupils enjoy their music, sing with enthusiasm, play instruments confidently and work amicably with other pupils. Because the teachers share their own preferences in music and listen to favourite pieces of the pupils and value these, the pupils develop a true appreciation of music. They are happy to listen to music and are confident in offering opinions about what they hear. Their attitudes are consistently very good.
124. The co-ordinator has a clear overview of the subject and its needs and works to a precise action plan. The subject is very well co-ordinated and staff are supported well. The work of teachers and children is well monitored. A policy is to be written to support the new guidelines and assessment does not at present extend to provide a record of progress for pupils. There are useful plans to develop information and communication technology in music. Very good provision is made for extra-curricular music activities for older pupils. Music is very well developed through the many community links which exist. This extends from performing outside supermarkets to joining in with concerts and festivals and singing to senior citizens. The school has a strong financial commitment to music tuition and effective use is made of visiting teachers, to enhance the quality of the music provision in the school, such as for keyboard and the tabla (drums). Resources are very good and used very well. Music plays a strong part in the spiritual, social and cultural development of all of the pupils. Times of reflective listening are many, in

both music and dance lessons, assemblies, and at many other times in individual classrooms, such as when listening to their own choice of popular music while leaving classrooms in their new school. The hearing and playing of music from different countries and traditions, plays a strong part in supporting pupils' cultural development.

PHYSICAL EDUCATION

125. The school provides a satisfactory programme of physical education and, as a result, standards are in line with those expected by the time pupils are eleven years of age. There have been good improvements since the last inspection to the physical education curriculum and the teaching and standards have been maintained. Standards in swimming are in line with those expected, as the majority are able to swim 25 metres unaided. During the inspection it was only possible to see four physical education lessons and a Year 5 swimming session.
126. In Years 1 and 2, the pupils can change their body shapes, move and balance to develop a sequence of movements that show control and good body posture as they listen and improvise to music during a dance lesson. The pupils try hard and persevere, co-operating with a partner or working individually to improve their body shape. They show good control and their movements adapt to the mood of the music with good changes to their body shape, level and speed of movement. The pupils enjoyed their dance work as it extended the work they have done in music lessons on the "Carnival of the Animals".
127. In Year 6, the pupils have improved and refined their movement and ball skills, showing good accuracy and adaptability as they pass to each other using hockey skills. The pupils displayed good dribbling skills and stick control as well as being able to aim accurately and direct the ball to its intended target. Other pupils in Years 5 and 6 are developing a good range of basketball and netball skills at the start of the school year. They can pass and dodge using different methods, for example, overhead passes and chest passes. In the lesson observed, the pupils used accurate passes to good effect when attempting to pass and evade a defender.
128. The teaching seen in Key Stage 1 was good overall, ranging between satisfactory to good. It is good in Key Stage 2, ranging between good and very good. Overall, the pupils make good progress in relation to their attainment on entry to the school. The teaching is effective because there is good planning with clear objectives. Lessons build on previous work so that the pupils have a good understanding of how to build on previously practised skills. The planning and delivery of lessons are secure so that the pupils understand what is expected. The best teaching observed had crisp, clear instructions and there was much more pace to the lessons so the pupils worked hard and put in a great amount of physical effort into the lessons. In all the lessons seen teachers ensure that the pupils understand the effects of exercise on their bodies. As a result the pupils now that their heart rate increases as they exercise and older pupils in Key Stage 2 understand that the recovery after exercise is just as important as the warm up. Excellent use of bi-lingual support workers in physical education lessons enables the pupils to participate and offer ideas and suggestions. There is a fully inclusive programme of physical education so that all the pupils participate and improve, including those with physical disabilities or those requiring direct support from an adult. This is very effective and is further testimony to the school's excellent inclusion policy.

129. The school organises a very good range of clubs and sporting activities; these include games such as football, basketball, short tennis and netball. The school also participates in local school swimming galas, athletics events and very good use is made of outdoor education to promote teamwork and adventurous outdoor activities. These are organised along with the annual residential visits planned for older pupils in Key Stage 2. Good use is made of resources and the school has just adopted the Qualifications and Curriculum Authority's recommended scheme of work. There are good links with local schools when organising competitive games and events. Outdoor hard play areas are of good quality and there is a good sized and well equipped hall for indoor activities such as dance, gymnastics and indoor games. The co-ordinator monitors teachers' planning well. He has a thorough understanding of the subject and this is helping to improve standards and identify areas for further development. The school's action plan clearly sets out the future staff development and training needs. As a result, there is consistency across the school in the delivery of an effective physical education programme by all teachers.

RELIGIOUS EDUCATION

130. Standards of attainment by the time pupils leave the school are at least in line with, and often above, the level expected by the local authority's current agreed syllabus. Standards of attainment by the time pupils are seven are somewhat limited by their language skills, but are still approaching the level expected for pupils of that age. By the time they are eleven, many pupils have a good understanding of different religions. They acquire an appreciation of some of the practices and beliefs of Christianity, Islam and Judaism, becoming familiar, for instance, with many of the festivals celebrated by these religions. This knowledge is developed systematically through the school, augmenting well the experience of Islam that most bring from their family backgrounds. During the inspection, much of the work in lessons was related to the theme of harvest, which was tackled at appropriate levels in the various year groups. Pupils in Years 1 and 2, for instance, enjoyed being involved in the story of the harvest mice, while other Year 2 pupils explored Christian ideas about harvest thanksgiving. Pupils in Years 3 and 4 learned about the Jewish festival of Succoth, and pupils in Years 5 and 6 were able to develop thoughtful ideas about the sharing of food and other resources while considering the story of the Feeding of the Five Thousand and the Muslim principle of zakat. This exemplifies how careful planning of work throughout the school ensures the consistent development of pupils' knowledge and understanding, and illustrates why the subject is doing so well in the school.
131. Good work is also going on in all year groups in developing the pupils' ability to reflect on what they are learning and to respond thoughtfully to the ideas and experiences they are encountering. Skills developed in circle time, for instance, are carried over into work in religious education. Good examples of this reflective response were evident, for example, in the quality of work produced by pupils in Years 1 and 2 as a result of their visit to a local church. In all of their work, the pupils are encouraged to relate what they are learning to their own feelings and experiences, in this instance to compare the features of a church and a mosque. Younger pupils are introduced to a range of stories and practices from the various traditions, the knowledge of which they build on as they go through the school. They develop a good awareness of themselves and the world around them, and show sensitivity to the needs and beliefs of others.

132. Pupils throughout the school, including those with special educational needs and those for whom English is an additional language, develop a sound awareness of the key ideas, people and practices of the various religious traditions. Pupils of all attainment levels, including higher attaining pupils, make good progress, particularly once they have acquired the necessary language skills. Because of the support pupils receive, including excellent bi-lingual support, and the careful planning of learning activities, there is clear development in the religious education skills, knowledge and understanding on which the pupils can build as they begin to form their own ideas. The teachers know their pupils well, but there is little formal recording of the progress pupils make in the subject at present. Pupils of all age groups show a willingness to be open-minded and to value a range of beliefs, and the teachers show sensitivity in encouraging the pupils to celebrate the backgrounds from which they come. As their oral skills develop, they show an increasing readiness to discuss and think through important issues. The pupils are developing the ability to share important feelings with their teachers and other members of the class, particularly through the use of circle time.
133. The quality of teaching and learning is good throughout the school. The teachers' subject knowledge is good and often very good. In lessons, they give clear explanations and their questioning encourages the pupils to reflect. They handle the pupils' questions sensitively and use interesting activities in the topics being studied. Stories are used well to develop the pupils' religious understanding. The pupils' attitudes to their work are good. They respond well to the learning opportunities provided, and all show interest in what they are doing. The teachers are well supported by the co-ordinator, and careful planning ensures that the subject meets the requirements of the locally agreed syllabus. The subject is well resourced, including a useful collection of artefacts for aspects of the religions studied. Good use is made of the subject in supporting the development of pupils' literacy, through, for example, the use of creative writing, and it clearly makes a substantial contribution to the pupils' spiritual and cultural development. Good use is made of displays to create a positive atmosphere for learning by showing pupils' work and ensuring they are aware of the colour and variety of living religions.