

# INSPECTION REPORT

## **BYRON PRIMARY SCHOOL**

Bradford

LEA area: Bradford

Unique reference number: 107208

Headteacher: Mr I Hodgson

Reporting inspector: Mrs S Öyen  
7167

Dates of inspection: 12<sup>TH</sup> – 15<sup>TH</sup> March 2001

Inspection number: 196422

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior with Nursery
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Byron Street Bradford West Yorkshire
Postcode:	BD3 0AD
Telephone number:	01274 722981
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Appropriate authority:	Governing body
Name of chair of governors:	Mr G Green
Date of previous inspection:	January 1997

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9952	Mrs Lillian Brock	Lay inspector		Pupils' welfare, health and safety Partnership with parents and carers
30954	Mr Brian Ashcroft	Team inspector	Mathematics Information and communication technology Physical education Equal opportunities	Quality and range of opportunities for learning
17907	Mr Michael Bowers	Team inspector	Science Design and technology Religious education Special educational needs	
18370	Mr Kevin Johnson	Team inspector	English Geography History	Pupils' attitudes, values and personal development
17685	Miss Linda Spooner	Team inspector	Foundation Stage Art	
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>5</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>9</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>12</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Byron Primary School is in Bradford, less than a mile from the city centre, in an area of much social disadvantage. Forty-three per cent of the children are eligible for free schools meals which is more than twice the national average. Seven out of ten children come from the Pakistani community. There is an increasing number from the Bangladeshi community and a smaller number from the Indian and white communities. Byron Primary was formerly Byron First School but as a result of the reorganisation of schooling within Bradford, this is the first year there are Year 6 classes. The school is larger than most with 396 children in 15 classes. In the nursery, 36 children attend the morning session, and 37 in the afternoon. When the children start in the nursery, their attainment is much lower than expected for their age. They have limited general knowledge. Nearly all have English as an additional language and nine out of ten speak little or no English at the age of four. In the school, 96 per cent of the children have English as an additional language. Forty seven per cent of children are identified as having special educational needs - twice the national average. Twenty-one children receive external support predominantly for severe learning difficulties, hearing problems and emotional and behavioural difficulties. Five children have a statement of special educational need. The school buildings are in a decaying state. A new school is to be built and is due to open in 2002. The school benefits from the Excellence in Cities and Sure Start initiatives.

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

Byron Primary lives up to its slogan of being 'the place to learn!' It is effective in fostering racial harmony and the children's willingness to learn. As a result the school is a calm, orderly place. Good leadership by the headteacher and initiatives, such as learning mentors who work with the children, are helping to widen and improve the children's experience. Standards are low but most children make good progress over time given their low starting point on entry to the nursery. The school provides satisfactory value for money overall but good value in some aspects – the provision in the nursery and reception classes and the care for the children.

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

- The children make good progress over time especially in using computers.
- Many make rapid progress in learning to speak English.
- The children get off to a good start in the nursery because of good teaching.
- The children like school and most behave well and work hard.
- Relationships are very good and the school has good links with the local community.
- The headteacher leads the school well. Teaching and support staff act as one in helping the school meet its targets.

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

- Standards in, and the rate of progress in reading, writing, mathematics and science.
- The development of the children's fluency in English and their understanding of what they hear and read.
- The range of ways to help children learn and the teachers' skills in helping the children to learn faster.
- The work of all the coordinators to raise standards.
- Standards of attendance.

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

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

There has been good improvement since Byron First School was inspected in January 1997. The headteacher has successfully and smoothly steered the school into primary school status and into the prospect of moving into a new building. The school has dealt satisfactorily with the issues relating to the governors' involvement in decision-making, the length of the school day and the balance of the

curriculum. A significant improvement is in the quality of teaching. The prudent appointment of staff and the programme of training and support have lifted the quality of teaching. Better teacher knowledge has boosted the children's learning in several subjects but most especially in geography, history, religious education and information and communication technology (ICT). Standards in these subjects are higher than they were in 1997 and are now similar to those in most schools. A good improvement has been the development of systems to track and analyse the children's progress and to monitor the quality of teaching and learning. This places the governors and staff in a better position to identify what needs to be done to improve standards in English, mathematics and science.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	E	E	E*	E	well above average above average
Writing	E	E	E	D	average below average
Mathematics	C	E	E	E	well below average in lowest 5% schools

Standards in English, mathematics and science are low and have not improved since the previous inspection. The school has not matched the upward trend seen in most schools. When compared with all schools, the children's reading results placed Byron Primary in the lowest five per cent. In writing and mathematics, the results were well below the average even though seven out of ten children reached the standard expected for seven year olds. For most of the children this reflects good, and sometimes very good, progress as they start school with very low skills and knowledge. Most speak no English on entry to the nursery and they make rapid progress in their first years in learning to express themselves and to understand others. However, their progress is not as good in developing fluency and use of an increasingly wide range of words and phrases. This limits the standards they reach in reading and writing in both the infant and junior classes. When compared with similar schools, standards are still below average.

This will be the first year for the school that Year 6 children take the national tests for eleven year olds. The school has set realistic targets in English and mathematics. Although these targets are much lower than the national targets, they still represent good progress for most children.

Standards in ICT are satisfactory and the children do as well as children of the same age in other schools. The children make very good progress as few have access to computers out of school and they have very little time using them in school. In art and design, geography, history, music, physical education and religious education, standards are satisfactory. Not enough was seen in design and technology to judge standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; the children enjoy school, want to learn and try hard.
Behaviour, in and out of classrooms	Good; the children generally behave well in and around school. They follow the rules. Many are quick to get over excited especially when there is anything new.
Personal development and relationships	Good; the children get on very well together and respect each other's faith, beliefs and customs. The 'new' Year 6 children are taking their role

	as school ambassadors very maturely and sensibly.
Attendance	Unsatisfactory; too many children take extended holidays in school time. Most children arrive in good time for lessons.

The school is very successful in achieving racial harmony and a feeling of family. Boys and girls from different minority groups get on well together. The children's respect for authority and their loyalty to the school is evident in their conduct.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 6-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

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

Teaching is at least satisfactory in 95 per cent of lessons. This is a big improvement since the previous inspection. The five per cent of unsatisfactory teaching is not typical of teaching in any one subject or class. In 37 percent of lessons the teaching is good, and it is very good in six per cent. In the nursery and one reception class, the teaching is consistently good and sometimes very good. A strength is the way the staff help the children to express themselves through talk and a wide range of practical activities. In the infant and junior classes, the teaching varies but is often good for some children in Years 5 and 6. This boosts the children's progress and attitude to learning. The quality of teaching, although satisfactory, is not strong enough throughout the school in English, mathematics and science to ensure that standards rise. The teachers do not always show the children what they need to do to reach their targets, particularly in writing. The children learn well how to use numbers and how to solve problems but they are slower to learn how to use their knowledge in new situations. There is not enough teaching in how to record and develop science investigations. Children with special educational needs are taught well when they are in small groups and when the work reflects the content of their individual programmes. The teachers do not always challenge the higher attaining children.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; the curriculum for children in the nursery is good; the infant curriculum does not take account fully of the children's needs; a growing programme of extra activities and visits adds to the quality.
Provision for pupils with special educational needs	Satisfactory; the children are given much support in class by teachers and classroom assistants. This helps to keep their attention but the work does not always take their needs into full account.
Provision for pupils with English as an additional language	Satisfactory; the children make good progress in learning to understand and speak English but not enough is done to identify the children's language needs and to develop their fluency and range of language. Staff in the nursery use the children's home languages skilfully to help them understand and to speak English.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good; the headteacher and staff expect the children to behave sensibly and maturely. The oldest junior children are responding well to their role as prefects. This adds much to the ethos of the new 'Primary' school.
How well the school cares for its pupils	The staff have the children's interests at heart and provide a good level of care and support. There are very good systems to promote and reward good attendance.

The school's partnership with the parents and the community is strong. Parents have confidence in the headteacher and respect for the work of staff. Parents value the new initiatives such as the Breakfast Club and the work of the home/school liaison officer in arranging outings and events in school. The production of annual reports in Urdu helps many families to read about their child's progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher has a clear vision for what he wants Byron Primary to be. He uses the skills of others well to manage aspects of the school's work. Not all staff are taking a strong enough lead in their own subjects to raise standards.
How well the governors fulfil their responsibilities	Satisfactory; the school finds it hard to appoint and retain governors.
The school's evaluation of its performance	Good; the headteacher has a clear picture of what the school does well and where it needs to improve; governors are not critical enough of the school's work and what is achieved.
The strategic use of resources	Good; the school gets good value from grants and support from projects including Excellence in Cities. Good use is made of the buildings but the ICT suite is not in use often enough.

The school has decided to wait until next year to appoint a new deputy headteacher to bring the staffing up to full complement. The Victorian school buildings are in a bad state of external repair and a new school is due to open in 2002. There is a satisfactory number and range of learning resources. The school consults parents and compares itself with other schools to seek best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like and enjoy school.</li> <li>• Their children are expected to work hard.</li> <li>• The teaching is good.</li> <li>• The pupils' behaviour is good.</li> <li>• Their children are being helped to become mature and responsible.</li> <li>• The improvement since the headteacher joined the school.</li> </ul>	<p><i>Very few people raised concerns but the following were mentioned:</i></p> <ul style="list-style-type: none"> <li>• There is not enough homework.</li> <li>• The school does not keep all parents well informed about how their children are getting on.</li> <li>• The state of the school buildings – a new school needed.</li> </ul>

The inspection team agrees with the parents' positive views but not totally with the matters raised. Homework is given regularly and is similar in amount to that in other schools. The school tries hard to keep parents informed about their children's progress and staff are very willing to talk to parents. A new school is being planned.



## **PART B: COMMENTARY**

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

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

1. When the children come into the nursery, their knowledge and skill are far below what is expected for their age. Nearly all have English as an additional language. Nine out of ten speak no or little English but converse in Urdu, Punjabi, Bengali and Gujarati with a very small number who speak Pushto. All the children make good progress in the nursery because of the good teaching and the rich variety of experiences. Those who have English as an additional language make very good progress in understanding and speaking English. This is in large part due to the skills of the teacher and nursery assistants in encouraging the children to use key English words and phrases. The bilingual staff use the children's home language to help the children to understand what is said to them in English but the prime focus is on the use of English. All the children benefit from the good number of adults who work with them and from the high emphasis on talk; the way the adults explain, question and reform comments helps all the children to acquire new vocabulary and to express themselves more effectively.
2. By the end of the nursery year, the children have made marked progress in all six areas of learning. They achieve best in personal, social and emotional development as the nursery is organised to enable the children to get what they need and to choose from a range of activities as well as participate in adult led sessions. The children in the reception classes have less choice of activity but the children make good progress in learning to take turns, share and be one of the class. By the end of the reception year, the children meet the standard expected for their age in personal, social and emotional development and also in physical development. Many, especially girls, show dexterity and skill in manipulating and handling items.
3. In the other four areas of learning, the majority of children have not met the standard although they have made good progress. In communications, language and literacy and in mathematical development many children, more often boys, have some way to go to recognise and write words and numbers. A small number of higher attaining children are reading the first books in the reading scheme and writing words on their own. Several show a good grasp of number and solve number problems easily although not all have the facility in English to explain what they have done. The children's limited general knowledge constrains their achievement in knowledge and understanding of the world. In creative development, the children start from a low level of skill and knowledge in art, music and play. Many are quick learners and are close to, although still below, the standard expected when they enter Key Stage 1.
4. At the end of Key Stage 1, inspection evidence shows that standards are low in English, mathematics and science when compared with all schools. The school's results in the 2000 end of Key Stage 1 tests in reading, writing and mathematics were well below the national average. The school was in the lowest five per cent of all schools in reading. Teacher assessment of pupils' science attainment also placed the school well below the national average. When compared with schools with a similarly high percentage of pupils eligible for free school meals, the overall results are below average in writing and well below in reading and mathematics. However, direct comparison with schools in this group is unfair as not all have 96 per cent of pupils who have English as an additional language.
5. The low standards hide the good achievement and progress of many pupils. In the 2000 tests, seven out of ten of the seven-year-olds attained Level 2 as expected for their age in reading, writing, mathematics and science. Given the low starting point for

most pupils on entering Key Stage 1, this represents at least good progress and in some cases very good progress over two years. A small number do better than expected for their age in all subjects and attain the higher Level 3. However, a significant percentage of pupils only just attain Level 2 and in Year 3 continue to need systematic teaching in how to recognise words, spell and compose their writing as well as in number. Their limited skills in reading, writing and mathematics hinder their achievement in other subjects. A particular concern is that a significant number of boys have yet to read and write independently and need much adult support.

6. Throughout the school, pupils with identified special educational needs make good progress when they are supported by an adult and are taught in small groups. Not all the teachers make best use of the suggested activities to help pupils reach the targets in their individual education plans when planning and preparing what the pupils are to learn in lessons. In too many cases, the tasks are too challenging for the pupils to do independently. Their progress is also not always helped by the use of worksheets for them to draw and fill in missing words as they often rely on others to show them what to do.
7. The work of the present Year 2 pupils is well below average in reading, mathematics, science and especially in writing. This confirms the test results of 2000 which showed that the pupils are on average at least a year behind pupils nationally in reading, and two terms behind in writing and mathematics. As seen in the Foundation Stage, the girls get off to a better start compared with the boys. This is most marked in reading where the boys enter Key Stage 2 on average at least four terms behind boys nationally. In the daily literacy hours, the focus on sharing books and looking at words and sentences is helping pupils to see the relationship between reading and writing. Many make good progress in remembering words from memory and in recognising words by sight. They remember that sentences start with capital letters and end with full stops but make less good progress in writing imaginative stories and reading with expression and understanding.
8. A similar picture emerges at Key Stage 2. Pupils make good progress in learning the features of different types of writing and the rules of spelling, grammar and punctuation. Not all apply these consistently and this often lowers the standard. By Year 6, pupils are presenting their work neatly and writing in paragraphs. The quality of the content of their writing does not consistently meet the standard expected for their age. Less than half are attaining the expected Level 4.
9. The school is very effective in helping pupils who have English as an additional language to acquire a basic vocabulary and language structures which ensure that the pupils are able to make themselves understood in conversation and in responding to questions. It is less effective in enriching pupils' language and developing their fluency in a range of situations. The result of this is often seen in the pupils' lack of understanding of words and phrases that they read correctly, the limited use of expression and characterisation when reading aloud, and in their writing where they use few adjectives and phrases to develop ideas. The higher attaining Year 2 and Year 6 readers and writers are those pupils who have a greater degree of fluency and breadth in English.
10. At Key Stage 2, pupils continue to make good and often rapid progress in understanding and speaking English. By Year 6, most are fluent and cope well in formal and informal situations. This has a significant positive impact on their progress and attainment. Many begin to achieve well across the curriculum as they have more confidence in their language skills. As at Key Stage 1 however, the weakness lies in their often limited ability to explain, justify and argue their point of view. Many pupils struggle to respond to 'How?' and 'Why?' questions and younger pupils often ignore them or respond as if they had been asked 'What is it?'. The school is not doing

enough to ensure that pupils' learn how to deal with such questions, especially in reading and writing, although in the better lessons in mathematics and science, the pupils are being asked to explain their thinking. The quality of the pupils' responses in the lunchtime drama session, when they were challenged about their views and shown how to improve their oral performance, indicates that there is underachievement in other lessons.

11. In mathematics, the rate of pupils' progress varies and reflects the quality of teaching. Pupils make best progress when the teacher challenges them to use what they know to solve problems and to see relationships. Pupils make good progress in learning mathematical procedures but the high focus on formal recording, especially for the youngest pupils, places too much emphasis on particular ways of doing things. Pupils do not always understand fully the mathematical principles behind the procedures. In setting out their workings, pupils often show an insecure grasp of place value. Many pupils apply themselves and achieve well in mathematics as they enjoy solving problems and working with numbers. They draw on their skills when needed in other subjects and learn how to use computer software to record and present data in graphs and charts. By Year 6, most pupils are confident in using the four rules of number but less than half of the current Year 6 are consistently working at the expected level for their age.
12. In science, pupils' progress at Key Stage 1 is not good enough. This is due to several weaknesses in the quality of teaching and provision. Too many pupils find it hard to talk about what they see and experience as they do not have the relevant vocabulary. Pupils are not given sufficient opportunities to develop and explore their own ideas and this particularly hinders the progress of the higher attaining pupils. At Key Stage 2, pupils' progress speeds up a little but there is much to catch up on and by Year 6, less than half attain Level 4 as expected for their age. They remember key facts but their skills in conducting their own tests and investigations are below average.
13. The school groups pupils by previous attainment for lessons in English and mathematics from Year 2, and the teaching team includes the headteacher, deputy headteacher and teachers funded by the Ethnic Minority and Traveller Achievement Grant (EMTAG). The analysis of pupils' attainment at the end of the Autumn term shows that the pupils are making at least satisfactory progress and that most progress is in mathematics. The close links between the quality of teaching and pupils' rate of progress results in inconsistencies between classes in the same year group and also within key stages. Given this, the school's targets are realistic for Level 2 and Level 4 attainment in the national tests this year. The targets are set higher for 2002 and the work of the current Year 5 shows that this is a realistic increase.
14. Over the last three years, the school's Key Stage 1 test results have not kept pace with the national upward trend. Compared with 1997, the year of the previous inspection, standards have fallen. There is no apparent reason for this. The school is analysing its results and comparing itself with other schools. It is beginning to look at the incidence of absence and pupils' progress to explain the differences in results year to year and also to set targets. The tracking of each pupil's progress from entering the nursery is providing a wealth of information. The systems have yet to be refined to allow closer monitoring of progress in the different aspects of speaking, listening, reading, writing, mathematics and science to pinpoint what the school needs to do to raise standards. This is a high priority given that the school has pupils taking the Key Stage 2 tests as from this year.
15. The school's statistics show that contrary to nationally published trends, there is no significant difference in the rate of progress between pupils of different ethnic minority groups.

16. A success for the school since the previous inspection is the rise in standards in information and communication technology (ICT). Standards are satisfactory at the end of Key Stages 1 and 2. Given that most pupils do not have access to computers outside school, and have only limited time using the school computers, they make very good progress. Pupils' achieve well because of the systematic teaching of skills and also because of their very positive attitudes, eagerness to learn and liking of practical work.
17. Standards have also risen in other subjects. In art and design, geography, history, music, physical education and religious education, standards are broadly average. In swimming, standards are below those expected at Year 6 as few swim the required 25 metres. There was insufficient evidence to judge standards in design and technology. Pupils' subject knowledge is better than their subject skills. This reflects the higher focus on teaching 'that' than in teaching 'how'. For instance, pupils' skills in composing and performing their own music are limited by the few opportunities they have to use instruments. When they do, the work of some pupils indicates that they could achieve much higher standards than they do. A similar picture also emerges in other subjects. When the work involves pupils in using what they know or trying something new, such as weaving in art or using street maps of Bradford, pupils learn quickly and often achieve well.

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

18. The school has strengthened pupils' attitudes, behaviour and relationships since the last inspection. As the school has moved from being a First school to a Primary school, it has successfully built on pupils' positive attitudes highlighted in the previous inspection.
19. Throughout the school pupils show very good attitudes to work. Nearly all parents who returned the questionnaire agreed that their children like school. The pupils enjoy coming to school and are very appreciative of what it offers. This is seen in their enthusiasm for work as well as their good levels of concentration and effort. Key Stage 1 pupils are very keen on stories, settle down quickly to listen and sit still. In mathematics lessons, pupils in Years 5 and 6 rarely ask for help when solving problems but relish trying to find solutions themselves. The pupils try hard to please their teachers. Their anxiety to do the right thing sometimes means they double check instructions or wait to be told to begin and working time is lost.
20. As reported in the previous inspection, all pupils are friendly, polite and very well mannered. They take delight in showing visitors around and showing what they have done. As the first cohort of Year 6 pupils, the oldest pupils are acting as good ambassadors for the school. They are proud of Byron Primary, are very loyal and committed to activities such as the drama club. They are also keen to improve and attend regularly the booster classes held after school.
21. Children in the nursery and reception year settle well into daily routines. They gain in confidence and independence because of the way the staff encourage them to make their own decisions, and also draw them into activities. The children are very curious about new items such as the play bus set up in the hall, and join in enthusiastically once they have seen what they have to do. The children are happy and at ease with familiar people but many are shy with newcomers and take much cajoling to respond to questions and comments. Most take care of their own needs and many are helpful and considerate when playing with others or when tidying away.
22. Pupils' behaviour is good in and out of the classrooms. Pupils show proper regard for the rules such as keeping to the left when going up or down the staircases. They play

sensibly and harmoniously in the small outside area and generally show concern for the safety of others. Younger pupils quickly get over-excited when there is something new. Year 2 pupils were delighted when the soft toys sent them a letter. In their eagerness to see the letter, they all surged forward and stopped listening. A small minority of pupils, when not closely supervised, behave in an unacceptable way and disrupt others. They usually respond positively to comment. One girl has been excluded for a fixed period during the last school year after a lack of response to other sanctions.

23. Relationships are very good and this contributes strongly to pupils' good personal development. There is very good racial harmony within the school. Bullying is a rare occurrence and is dealt with quickly and firmly. Pupils show respect for authority and for each other. They are understanding and tolerant of the customs, beliefs and values of others. A good example of this is the display of prayers in which Year 6 pupils express their spiritual thoughts in their own ways. Pupils organise themselves well at beginning of lessons and are quickly on task. Girls and boys work well together in the classroom and pupils show sensitivity when individuals make errors or when they do something well. Older pupils show a degree of healthy competition. Year 5 pupils good heartedly cheered when they solved their number problems in the time allocated. Older pupils carry out their jobs around school maturely and sensibly. They are trustworthy and industrious. There are too few occasions however, when pupils take charge of their own learning such as working independently in the library or the computer suite.
24. Pupils generally arrive in time for school but attendance levels overall are unsatisfactory. During the first half of the autumn term, almost fifty per cent of pupils gained a gold award for one hundred per cent attendance but the overall attendance figure for that period is low because several pupils were absent as their families took extended holidays.

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

25. The quality of teaching is satisfactory overall with a significant number of good lessons throughout the school and across the curriculum. In 95 per cent of lessons, the teaching is at least satisfactory. In four lessons seen, five per cent, the teaching was unsatisfactory. This was spread across the key stages and typified less effective lessons rather than weak teaching in a particular subject or class.
26. Teaching quality has improved markedly since the previous inspection when it was judged to be unsatisfactory in one lesson in three. The headteacher's success in helping staff to raise their expectations of what the pupils can achieve, to improve the quality of their planning and their subject knowledge, is reflected in the high degree of consistency of teaching throughout the school.
27. Although there is at least good teaching in 36 per cent of lessons, of which 6 per cent are very good, the overall quality of teaching is not strong enough to accelerate progress and raise standards significantly, especially in English, mathematics and science. In too many lessons, the pupils work on formal exercises, complete worksheets or copy out information into their books. The teachers do not all give enough thought to the ways in which the pupils learn best or how to help them to enrich their use of language. In all of the lessons where the pupils learnt well, the pupils were actively involved in lively discussion, or were engaged in practical tasks for a large part of the time. The pupils really understood what they were doing because they were able to make links quickly between the new situation and what they already knew. The teachers and support staff were alert to any areas of ambiguity or difficulty and worked with the pupils to ensure they understood fully.

28. There are differences in the quality of teaching within and between the key stages. It is most effective in the Foundation Stage where it is good overall. At Key Stage 1, the teaching is satisfactory overall. It is good in one lesson in four. The one unsatisfactory lesson at Key Stage 1 was in science and foundered on the poor use of time and low level of challenge to encourage the pupils to investigate and come to their own decisions. A scrutiny of pupils' work and teachers' planning shows this is a common weakness at Key Stage 1.
29. At Key Stage 2, the teaching is good in four lessons in ten; it is very good in one in ten. The teaching for some pupils in Years 5 and 6 is often good and is boosting their progress. The pupils made little progress in two unsatisfactory lessons in history and physical education because the teachers did not ensure that pupils had everything they needed to take their learning further.
30. In the nursery, the teaching is consistently good and occasionally very good. The teaching is good overall in the reception classes but it is stronger in one class than in the other. Teachers' joint planning and sharing of ideas is helping to develop overall teaching confidence and expertise. The good teaching in the nursery and reception classes helps the children to get off to a good start in all six areas of learning, not least in communicating in English. The children learn well because the teacher and the assistants have a good understanding of how the young child learns through first hand experience. They know how to interest young children. The bilingual class assistants skilfully interweave the children's home languages with English to clarify, to explain and to question. They coax the children into speaking English. As all the staff are involved in planning, all know the purpose of the activities and the vocabulary they are to encourage the children to use. They make good use of pictures and items to ensure the children can link the word to something they can see or experience.
31. This was best seen in a session in the nursery. When the teacher took a group of children outside, they were able to link the word 'spout' in the rhyme 'Incy Wincy Spider' to the drainpipe on the nursery wall and then to the pipes in the water tray where they could 'wash the spider out'. The teacher's comments, questions and repeated phrases as she joined in using different shaped containers and different sized rubber spiders ensured that all the children gained from the session. The children found the task fun and this helped to give them confidence in responding to comments and finishing the teacher's sentences such 'Look, it's falling down the ...*spout*'.
32. In Key Stages 1 and 2, the skills and knowledge of bilingual staff, support teachers and assistants is not always used to best effect. On a few occasions, bilingual teachers used home languages to explain a point but there is little to show that the staff are working together to decide appropriate ways of supporting them. The support teachers are often working with large groups; the pupils are at differing stages in their language development and there is little assessment to help to identify specific language needs or those pupils who have both a language and a special educational need.
33. Throughout the school, the teachers plan and prepare thoroughly. For example, the teacher's good subject knowledge, ample collection of rocks and well organised reference sheet ensured that his class of Year 6 pupils made good progress in recognising different types of rock ready for their visit to Haworth. In their planning, the teachers identify clearly what pupils are to learn. This is no longer a weakness as judged in the previous inspection. The teachers share the lesson purpose with the pupils although this is often expressed in terms that are too complex for the pupils to grasp. In most lessons the teachers manage the pupils well reminding them of the classroom rules. In the better lessons, the teachers used praise and encouragement to reassure the pupils and to motivate those who lost concentration or interest. In

several lessons for older Key Stage 2 pupils, the teachers used humour and good natured banter to help some pupils who were embarrassed when they got an answer wrong.

34. The teachers use national guidance effectively to plan work in literacy and numeracy and they have a secure understanding of subject programmes of study in the National Curriculum. Commercially published support material is often used to structure lessons but the better lessons tend to be where the teachers use their own ideas to suit what they know about the pupils. The teacher's use of quotations from the Qur'an, items of clothing and fact files enabled Year 5 pupils to make marked strides in their appreciation of how religious practices and beliefs inform ways of living. A particularly effective ploy used by the teacher was to challenge the pupils through questions. The pupils used what they knew to justify their opinions and views.
35. The quality of teaching in literacy and numeracy is satisfactory overall. It is slightly stronger in mathematics than in English where a key weakness is the lack of concerted effort to help pupils attain greater fluency in speaking and appreciating English. All the teachers ensure that pupils learn the basic skills of reading, spelling, grammar and punctuation but do not place enough emphasis on developing and extending the pupils' range of language. The teachers identify and display key words related to current topics, such as 'harmony' in music and 'translucent' in science, but their planning does not show how they intend to encourage their use in a range of different situations. The role-play in the bus for the reception year children, the question and answer session about dolly tubs and poss sticks in a Year 1 history lesson, and the drama sessions for older Key Stage 2 pupils, are good examples of how this can be done but they are not an integral part of teaching throughout the school. As a result, the pupils are slower in learning how to use their language for effect and this carries over into their reading and writing attainment.
36. The teachers teach the pupils how to organise and structure their writing, but are less effective in helping pupils to widen their own use of language. Opportunities are missed to provide a range of situations across the curriculum to develop pupils' listening, speaking, reading and writing skills. Little use is made of tapes, games and practical activities to develop pupils' awareness of language. When the deputy headteacher helped Year 6 pupils to summarise parts of 'The Pied Piper of Hamelin', he incorporated relevant references to show how certain words gave repeated sounds. He also used role-play very effectively to assess pupils' understanding of the characters' responses. The brisk pace of the lesson and clear focus on 'language in use' ensured that the pupils learnt a lot in a short time.
37. Not all literacy hours and daily mathematics lessons are as well paced or as lively. The teachers do not always expect enough of the pupils or use the time efficiently to ensure that the pupils are kept fully engaged and well motivated.
38. In the better English and mathematics lessons, the teachers have planned work that recognises the different needs of the class. Even though the pupils are grouped by prior attainment at Key Stage 2, there are often considerable differences within the groups and the higher attaining pupils are not always challenged enough. Not all mathematics lessons begin with the recommended session of mental mathematics. Where these are most effective, the teachers rehearse number sequences and multiplication tables and set problems using quick-fire questions to set a good pace. Few teachers make use of resources such as number fans, number cards or small whiteboards for pupils to display their answers and allow quick teacher assessment. In English, mathematics and science, the teachers too often rely on worksheets which constrain pupils' responses. Valuable time is lost when the pupils copy the worksheet into their book.

39. A common effective feature of many mathematics, and also science, lessons is the way the teachers ask the pupils to explain how they know the answer. This encourages the pupils to explain and justify the strategies they use and to show that there are several ways to arrive at the same answer. The pupils learn rapidly new procedures but are less competent in selecting 'quick' ways to work out problems.
40. In English and mathematics, pupils with special educational needs are taught as a group within the class. The teachers' planning does not always indicate how the tasks reflect the specific targets in the pupils' individual learning plans. Those pupils with a statement of special educational need are supported well by skilled learning support staff who often extend their help to other pupils in the group. They help to promote the pupils' confidence and willingness to tackle the tasks. In mathematics, many pupils make very good progress because of the quiet support of the assistants.
41. As the computers are in one room, their use is timetabled rather than a part of every lesson. Pupils are being systematically taught skills in using computer programs and functions and subject topics are being used to provide tasks. The teachers' ICT knowledge is satisfactory and improving as they benefit from the advice and guidance of the technician and part-time coordinator. However, there is minimal use of other ICT equipment to support pupils' learning across the curriculum.
42. The teachers expect pupils to take their reading books home and to learn spellings and multiplication tables. Other homework extends class themes and topics. In several lessons, the teachers made it clear to pupils that they were to return their homework on time.
43. During the inspection, two trainee teachers were working with Key Stage 1 and 2 classes. The quality of their teaching varied. The class teachers provided personal and professional support and guidance particularly in how to manage the pupils' behaviour and to structure their lessons. This good level of support was also given to three newly qualified teachers. The school regularly hosts college students and trainee teachers and acts as a venue for teachers to come and see demonstration lessons in how to teach mathematics lessons.

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

44. The quality of the curriculum is satisfactory. A key issue in the previous inspection was to improve the balance of the curriculum. As the school has become a primary school, attention and thought have been given to the curriculum for each of the three key stages, but there are still weaknesses that lower the overall quality.
45. The school meets its statutory requirements in teaching all the subjects of the National Curriculum and religious education in line with the locally agreed syllabus. The curriculum is generally broad, balanced and relevant to pupils' needs. Although high priority is given to the teaching of English and mathematics, not enough attention is given to ways to improve the fluency of pupils' language. This is crucial to the development of pupils' skills in reading and writing and their overall progress and attainment.
46. The quality of the Foundation Stage curriculum is good and has improved significantly since the previous inspection when there were weaknesses in the provision for cooperative and creative play. Although the nursery policy is now out-of-date and does not provide guidance on the curriculum for the Foundation Stage, the nursery and reception year staff have a good understanding of how themes and topics can be used to link experiences in a meaningful way. In the nursery, the rhyme 'Incy Wincy



Spider' was used very effectively to prompt a wide range of different activities from observational drawing to counting.

47. The Foundation Stage curriculum is very well planned. A strength of the planning is the consistent reference to the stepping stones in each of the six areas of learning. Appropriate emphasis is placed on the children learning through play and experience. The ideas and support of trainee teachers are helping to strengthen the provision for imaginative play in the reception year. Much attention is rightly given to developing the children's use of language. Key words and phrases, to be used by the adults and by the children, are identified as part of planning different activities. This accounts in large part for the progress made by the children. Given that most children do not achieve the Early Learning Goals by the end of the reception year, and that many are in the very early stages of speaking English, too little attention has been given to ensuring that pupils experience a similar curriculum in Year 1.
48. At Key Stages 1 and 2, the quality of long and medium term planning is satisfactory. As the teachers plan together for the year group there is parity of content for pupils in different classes. Adequate time is given to all subjects over the year. In drawing up the programme, the school has alternated the teaching of art and design, design and technology, geography and history. This has resulted in several long periods when pupils do not experience one or more subjects. For example, there is no teaching of design and technology for Year 3 pupils from mid spring till the autumn term. In science, particularly at Key Stage 1, not enough focus is placed on developing the pupils' skills in carrying out their own investigations. Opportunities are missed throughout the school to exploit the potential links between themes in history and geography, and to identify clearly how literacy and numeracy skills can be developed through other subjects.
49. The use of national guidance to structure the curriculum in different subjects ensures good progression in challenge especially when the content is made meaningful and relevant to the pupils. At Key Stage 1, the travels of Barnaby Bear with the well prepared packs of items from different places – such as the postcards, travel tickets and sealskin products from Lapland – are a good example of how this is done well. Similarly in ICT, pupils are not only being taught specific skills but are also learning how to use them as part of other subject work.
50. The school has introduced the nationally recommended strategies for the teaching of literacy and numeracy. However, not all teachers follow consistently the recommended format for lessons; for example, not all daily mathematics lessons start with a session of mental mathematics. In both literacy and numeracy, the teachers follow the prescribed content for the year group but do not always adapt the strategy to meet the needs of their pupils. The hour lessons for the reception children and Year 1 pupils are too long. The work is often too formal and chances are missed to use role play, games and activities as ways of reinforcing literacy and numeracy knowledge and skills.
51. The provision is good for pupils' personal development. Nearly all parents who returned the questionnaire agreed that the school helped their children to become mature and responsible. The learning mentors, who work with the pupils to raise their self esteem and attainment, are developing this aspect of the school's work. In asking the pupils for their opinions, the learning mentors have identified areas for new ventures. A scheme of work is being compiled to guide the teaching of personal, social and health education but governors have yet to agree the policy for sex education. A merit system to reward pupils for effort, progress, behaviour and achievement is central to the school's ethos. The pupils value the system and are proud to wear badges and gain stickers. Pupils attend a variety of sports and art activities and the lunchtime drama club is very popular with the older pupils. Topics

are enlivened by visits to places of interest and pupils from the nursery and reception classes go shopping each week. At the time of the inspection, Year 6 pupils were looking forward to their first residential visit.

52. The school has developed good links with adults from the local community who act as mentors for the 'Better Reading' scheme. A strong partnership with Bradford College is establishing the school as training institution. The staff and pupils benefit from the ideas and work of students and teacher trainees as well as from demonstration lessons given by members of the LEA Numeracy Team.
53. Most pupils have good access to the full curriculum. Boys and girls are encouraged to get involved in all types of activity, and the school places high priority on supporting pupils in the classroom or in withdrawal groups. All pupils on the special educational needs register have carefully written specific learning plans that refer predominantly to needs in English and mathematics. However, a large proportion of pupils registered at Stage 1 are learning English as an additional language and do not have any identified specific learning difficulty. The teachers do not always plan individual work for these pupils and too often teach them as a lower attaining group when the pupils' needs lie in learning to understand and speak English. Pupils' first languages are used sparingly as a means of helping pupils to make sense of the curriculum.
54. The school has sustained the good overall provision for pupils' spiritual, moral, social and cultural development reported in the previous inspection.
55. The school is exempt from holding a daily act of Christian worship. School assemblies celebrate school life and pupils reflect on common values. In leading their first assembly, reception year children told the story of a train journey and showed the joy of coming home to Grandma. Pupils' spiritual development is supported well through the teaching of religious education and the recognition of the importance of Muslim, Hindu and Christian festivals. Pupils learn about famous people such as Mother Teresa who devoted their lives to the pursuit of justice and helped others. Older pupils write about their aspirations and the school works hard to help them recognise their own self worth through the promotion of personal achievements.
56. The provision for promoting pupils' moral development is good. The clear codes of practice are openly displayed and pupils know what is right and wrong in school. Rules are discussed as part of assemblies and class sessions and stories with morals are used well to help pupils reflect on choices and consequences. Staff expect honesty and good manners. The school encourages pupils to consider others less fortunate than themselves and support different charities.
57. The school provides well for pupils' social development. The staff encourage and expect pupils to get on with each other. The headteacher takes the lead in talking to pupils about their achievements and family events. Pupils from different year groups mix at play times and in extra curricular activities. There are opportunities to work together on whole school events such as the dramatic production of 'Oliver'. Many older pupils carry out tasks that assist in the smooth running of the school, including looking after younger children at lunchtime. The prefect system has been a good initiative to give status to the Year 6 pupils.
58. The provision for pupils' cultural development is sound. Pupils are introduced to aspects of their local culture and heritage through visits to places in Bradford. Pupils know they live in a multicultural society but too often the focus of topics across the curriculum is limited to Western culture. Studies of England in Tudor and Victorian times give pupils insights into the life of others but chances are missed to draw parallels with what was happening elsewhere in the world and to celebrate aspects of the pupils' family heritage.

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

59. The care and support for pupils is a strength of the school. From the nursery onwards, the staff are committed to the view that the education of the whole person is at the centre of the school's ethos. This is underlined by the very good procedures for monitoring and supporting pupils' academic progress and the good procedures for promoting and monitoring behaviour and attendance. However, the school is only just developing an agreed programme for pupils' personal development.
60. Pupils feel secure in the school and have sufficient trust in their teachers to turn to them for help when they need it. Class teachers regularly monitor pupils' attendance, punctuality and the recording of homework in their 'pupil planners'. Behind this is a growing network of support staff including two learning mentors, classroom assistants, an attendance officer, a home-school liaison officer and the school nurse who is in school one morning each week. All these adults are responsive to pupils' individual needs and they give good quality support and guidance to pupils and their families. Pupils who are considered to be underachieving or who have problems following the school rules receive additional help.
61. The school has good procedures for child protection and for ensuring pupils' welfare, health and safety. All teachers have undergone relevant training and there is clear guidance in the staff handbook on the procedures to follow. Four members of staff are fully qualified to administer first aid and the school has effective systems and procedures to maintain a safe environment. .
62. Very good procedures for promoting and monitoring attendance are reflected in improved attendance figures and the school is closer to meeting the targets in its action plan to improve attendance. Computerised attendance records help the school to identify emerging patterns of poor attendance. These are supplemented by the 'first call' system of ringing families when their child is absent, support from the learning mentors and the close monitoring of attendance by the home/school liaison officer. All show the increased action taken by the school to deal with absence and ensure that parents realise how extended absence from school affects their child's progress. Pupils value the rewards given for good attendance and for good behaviour. The school's good procedures for promoting and monitoring behaviour are applied consistently across the school.
63. The learning plans for pupils who have been identified as having special educational needs are well written with clear expectations of pupils' rate of progress and precise targets in English and mathematics. The register defines 26 categories of special educational need covering language and literacy and including pupils who have English as an additional language. This is impractical and blurs the distinction between pupils who have a specific learning difficulty, those who are learning English as an additional language and those who may have both a specific need and also have English as an additional language. In turn, this makes it difficult for the school to make the most effective use of the EMTAG teachers and support staff. There is no agreed, immediate process for identifying the language needs of pupils who join the school and have English as an additional language. Surprisingly, given the high percentage of pupils with language needs, there are no systems to record pupils' progress and attainment in speaking and listening.
64. Procedures are very good in the nursery to provide a clear record of each child's progress in all the six areas of learning. Staff regularly observe the children and track their achievements. Attractive individual portfolios of photographs, children's work and staff comments record what the children do during the year and are then given to

parents. They are good models for the records of achievement being introduced at Year 6.

65. Throughout the school, pupils' academic progress is being monitored very well. The school meets statutory requirements in assessing pupils' attainment on entry to school and at the end of Key Stages 1 and 2. Good structures have been developed by the deputy headteacher to track each pupil's progress from the nursery to Year 6 in English and mathematics. The school is using data from tests to set targets and to assess how well targets are met. Targets are shared with pupils and their parents. The good procedures to assess pupils' progress in science at Key Stage 2, are not used at Key Stage 1. In other subjects, assessment is being developed.

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

66. Parents and carers are supportive of the school and staff. This is evident in the high level of positive agreement in the questionnaires. Parents have confidence in the headteacher and value what he has done for the school. They value the good teaching and the fact that the school expects their children to work hard. The few concerns raised at the parents' meetings before the inspection and in the questionnaires referred to the poor state of the school building and to aspects of the communication between school and families. Not all parents felt they were kept well informed about how well their child was doing, and several felt their child did not get the right amount of homework. The inspection team endorses the parents' views on most aspects. There are some inconsistencies in the amount of homework given but parents can follow what their older children have to do by looking in the 'pupil planner'.
67. The school's partnership with parents is satisfactory overall. The school has had little success in involving the parents in some aspects of school life, and greater success in others. For example, no-one attended the meeting arranged for parents to discuss the homework policy but eighty per cent of parents attend the sessions to talk to staff about their child's progress. Many parents came to the Eid assembly and parents were full of praise for the production of 'Oliver'. The majority of parents have signed the home/school agreement and gave their views about school uniform.
68. Parents openly expressed their appreciation of the recently started Breakfast Club and events such as the fashion shows. The school opens its doors to a Mother and Toddler group and the home/school liaison officer arranges an outing for mothers and children. These growing links with parents are raising their confidence to volunteer their help in school. Some parents, brothers and sisters listen to children read and help them with their homework. Plans are currently being developed by the learning mentors to involve parents in their children's learning by offering them training courses.
69. The quantity and quality of the information for parents is good. There is an attractive booklet in English and Urdu for parents of children starting in the nursery. The school prospectus and annual report of the governing body contain all the required information and the school now has its own email address. Eye-catching newsletters are sent to parents with information on the curriculum to be taught each half term. The 'pupil planners' are a very good means of dialogue between the home and school.
70. A strength of the school is the good relationships with the local community. The headteacher's open and positive approach has helped to make strong links with local people. This has enabled him to seek their support on several matters including the organisation of the residential visit for Year 6 pupils.

71. The nursery staff visit the children's homes and this helps to establish early, friendly links with families and is an effective means of gathering information on children in order to offer maximum support and guidance. The home/school liaison officer is well known to parents. She makes herself available each morning and evening at the school entrance so that parents can share any day-to-day concerns they may have. The mutual trust and interest is very evident in the positive relationships when parents bring and collect their nursery children at the beginning and end of morning and afternoon sessions. This is much enhanced by the presence of staff who speak other languages and who translate for parents and others, or converse with those parents who speak limited English.
72. The annual reports for parents on their child's progress are in English and Urdu and are clear and easy to understand. They summarise what pupils know and can do but there are no points for improvement. A letter of explanation goes to parents with the reports and teachers also discuss the content at the parents' evening in the summer term.
73. The parents of pupils who have a statement of special educational need are kept fully informed of their child's progress and are invited to attend and contribute to their child's annual review. Although the learning plans for other pupils on the special needs register have space for parents' comments, very few parents write any.

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

74. The quality of leadership and management is good with strengths in the leadership of the headteacher and in the monitoring of the school's work. This is well recognised in the 88 per cent strong agreement of those parents who returned the questionnaire and in the praise of parents at the meeting for the way the headteacher has improved the school.
75. The headteacher wants the best for the pupils and his vision for the school is well expressed in the three aims for 2001 that were set three years ago. The aim to promote the development of the school as a training institution has been achieved. Advisory teachers frequently use one classroom, which has viewing facilities, to give demonstration lessons, especially in numeracy, for teachers at Byron and other schools. In line with the second aim, the headteacher has been successful in smoothing the transition from Byron First School to Byron Primary School, and is currently meeting with architects and contractors to discuss the building of a new school. The layout of the new school, with the nursery within the main building, offers good potential to strengthen the feeling of one community that the headteacher seeks.
76. The prime aim to significantly improve standards of achievement, particularly in English, mathematics and science is proving more elusive although there are indications of a rising trend at Key Stage 2. The rise in standards in ICT shows what can be achieved with good resources and the systematic teaching of skills.
77. The school has an adequate number of qualified teachers to teach the National Curriculum and religious education. Appointments to the school since the previous inspection have given a good blend of experience and expertise. Several teachers and support staff speak the home languages of the pupils. Temporary teachers and those new to the profession are well supported and all staff benefit from training and professional development. Arrangements for performance management appraisals have been agreed.
78. As the school has increased in size, the headteacher has strengthened the management structure by establishing key stage teams. These are still developing but minutes of meetings show that the teams are dealing effectively with

organisational and management issues, and are starting to look more critically at what needs to be done to raise standards and improve the quality of provision. The experience and expertise of the former deputy headteacher of the Middle School, who joined the staff when that school closed, has been highly influential in developing a Key Stage 2 team and in establishing the school's expectations of the Year 6 pupils.

79. The management of the Foundation Stage is good. The nursery and reception year staff are working well together to ensure a high level of consistency of approach. The difficulties of the nursery being some distance from the school are minimised by the positive attitude of the staff and the frequent visits to the nursery area by the reception children to use the wheeled toys and other equipment.
80. A major area of improvement since the previous inspection has been the development of systems to monitor the effectiveness of the school. The headteacher, deputy headteacher and key stage coordinators have regularly observed teaching especially in literacy and numeracy, and advised teachers on how to improve their teaching. This has ensured greater consistency, particularly in planning, and also in using questions to challenge the pupils and assess their understanding. The school's performance management policy builds on this process of observation and is linked in turn to the school development plan and programme of professional development.
81. Strategic planning is good. Governors and all staff are involved in deciding the school's priorities and contributing their own action plans to the school development plan. As such, it is a weighty document that is used a working document to guide the work of the school. However, it is difficult to see how all the different aspects link together especially in relation to raising standards. For example, the target 'to improve pupil performance' does not state by how much and in which specific aspects.
82. The work of the deputy headteacher in setting up systems to monitor and analyse pupils' progress and attainment has been influential in raising the expectations of the staff as to what the pupils can achieve. Pupils regularly take tests in English, mathematics and science and the deputy headteacher has taken the lead in analysing pupils' performance, presenting the findings, predicting attainment and setting targets. As a result, much has been done to heighten the awareness of all the staff not only of their role in raising standards, but also of how well the school is doing to meet its targets. The school has a wealth of data but is in danger of being overwhelmed with detail rather than ensuring that governors and staff gain a clear overview of strengthening trends and areas for improvement.
83. The headteacher knows and supports the staff and pupils well. He is sensitive to the possible tensions within the school community and utilises his own and others' skills and strengths very effectively to sustain good links with parents and local people. Given the size of the school, (over 40 members of teaching and support staff), there is a close feeling of unity and common purpose. Less drive is evident however, in ensuring that coordinators are playing their part in raising standards. The deputy headteacher provides strong leadership and expertise in English but when he leaves at the end of this term, the school has no-one of similar ilk to step into the role.
84. In several subjects, such as art and history, the coordinators' personal specialism is being used well to develop the quality of the provision. The pairing of teachers to lead mathematics and science, works fairly well but as the teachers are in the same key stage they do not have enough knowledge of other year groups to evaluate standards and are not able to influence the practice of others. Due to a poor response to the advertised post, the governors have decided not to appoint a deputy headteacher until later in the year. This provides a good opportunity to re-assess the needs of the school and ensure that allocated roles and responsibilities are sufficient to meet them, especially in raising standards in English.

85. The governing body is aware of, and meets, its legal responsibilities. Although the school continues to find it difficult to appoint and retain governors, there are representatives from the school's different ethnic minorities and the committee structure works effectively. The governing body is involved in deciding the way forward for the school but governors rely too much on the headteacher for information. They lack ways to decide how well the school is doing, especially in relation to all and similar schools. The headteacher seeks the best value from funding and initiatives. He compares the school's performance with similar schools and consults parents on key matters.
86. The quality of financial management is good. Unlike the previous inspection, when the governors were criticised for not being involved in managing the budget, the governing body plays a key role in deciding spending patterns. Governors' business and personal expertise is used to good effect to monitor spending and the bursar deals efficiently with the weekly accounts.
87. The poor state of the school buildings is a potential drain on funds but the governors and headteacher have prudently used funds only to maintain the fabric of the school and to ensure a pleasant working and learning environment. This has allowed the school to purchase resources and to sustain the good number of support staff who make a significant contribution to pupils' personal and academic development. Governors have yet to assess the impact and effectiveness of two learning mentors, funded by the Excellence in Cities initiative, and the value obtained from the use of the substantial additional funding to support pupils with special educational needs and those who are from minority ethnic groups.
88. The management of special educational needs is satisfactory with developing strengths. The coordinator ensures that the school follows the recommendations of the national code of practice and has an up-to-date register of pupils identified as having special educational needs. Support staff are deployed well to work with pupils in their classrooms and some pupils are withdrawn for specific support. In contrast, the teachers and support assistants funded by EMTAG have no clear management structure or agreed policy that guides their working practices in the school. Their specialist expertise is not being used to best advantage to meet the pupils' needs, especially those for whom English is an additional language.
89. The school uses the three storey Victorian building well to provide group rooms, ICT suite, library, training room and resource area. The ICT suite is underused. The school has made good use of the basement to make classrooms for the Year 6 pupils and the smaller of the two halls for activities for the reception year children. The playground is too small for all the pupils and the school has wisely staggered break times to minimise congestion.
90. The school has a satisfactory range and number of resources. In art, history, ICT, physical education and religious education, the quality is good. The library is adequately stocked although there are many books in classrooms of a better quality.
91. Given the level of funding, the pupils' good progress over time, the harmony in the school and the strengths in the level of care and support for pupils, the school gives satisfactory value for money overall and good value in the Foundation Stage.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

92. To continue the programme of school improvement and accelerate pupils' progress to bring standards to at least the average of similar schools and ultimately the average of all schools, the governors, headteacher and staff should:

- (1) identify how the pupils learn best and ensure that the planned experiences and teaching take pupils' needs fully into account, especially in providing practical experiences;

(paragraphs 6,11,12,16,17, 27, 38, 48, 50, 106, 134, 141, 142, 150, 182)

- (2) ensure that all pupils acquire increasing fluency and use of language in spoken and written English by

- maximising the deployment and skills of the EMTAG team and support staff in helping the teachers to analyse the language demands of the curriculum;
- identifying the language needs of individuals and groups of pupils and matching work to them;
- developing pupils' speaking, listening, reading and writing skills across the curriculum.

(paragraphs 9, 10, 29, 32, 35, 40, 53, 63, 127, 129, 130, 133, 141, 174)

- (3) ensure that the roles and responsibilities of key staff reflect fully the needs of the school;

(paragraphs 3, 63, 82, 83, 84, 88, 148, 155, 175)

- (4) extend the programme begun to raise standards of attendance by working to meet the targets agreed with the DfEE.

(paragraphs 24, 62)

The governors, headteacher and staff should also consider the following minor issues in compiling the action plan:

- ways to develop further parents' involvement in their children's learning at school and at home (paragraphs 66, 67, 72)
- the curriculum for Year 1 pupils who have not met all the Early Learning Goals at the end of the reception year (paragraph 47)
- ensuring that the school development plan identifies clearly what is to be achieved especially in raising standards (paragraphs, 81, 85).



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	55

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	37	52	5	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	37	396
Number of full-time pupils known to be eligible for free school meals		169

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	0	187

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	320

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	30

### Attendance

#### Authorised absence

	%
School data	6.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	2.3
National comparative data	0.5

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

### **Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	32	56

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	25	24	24
	Total	40	39	40
Percentage of pupils at NC level 2 or above	School	71(72)	70(81)	71(77)
	National	84(82)	85(83)	90(87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	15	16	14
	Girls	24	25	23
	Total	39	41	37
Percentage of pupils at NC level 2 or above	School	70(72)	73(74)	66(68)
	National	84(82)	88(86)	88(87)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	4
Indian	17
Pakistani	273
Bangladeshi	87
Chinese	0
White	14
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	1	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)	20
Number of pupils per qualified teacher	19.8
Average class size	22.7

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

Total number of education support staff	14
Total aggregate hours worked per week	392

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37

Total number of education support staff	4
Total aggregate hours worked per week	111

Number of pupils per FTE adult	7.5
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
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	£
Total income	599295
Total expenditure	589219
Expenditure per pupil	1572
Balance brought forward from previous year	18293
Balance carried forward to next year	28369

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	396
Number of questionnaires returned	80

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	3	0	0
My child is making good progress in school.	53	44	1	1	1
Behaviour in the school is good.	53	39	4	0	5
My child gets the right amount of work to do at home.	48	36	11	4	1
The teaching is good.	56	39	0	0	5
I am kept well informed about how my child is getting on.	46	35	11	1	6
I would feel comfortable about approaching the school with questions or a problem.	63	24	3	3	9
The school expects my child to work hard and achieve his or her best.	66	26	3	0	5
The school works closely with parents.	40	44	4	3	10
The school is well led and managed.	54	34	3	0	10
The school is helping my child become mature and responsible.	51	40	4	1	4
The school provides an interesting range of activities outside lessons.	43	26	6	5	20

## **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**

93. At the time of the inspection, 79 children attended part-time in the nursery and 52 children attended full-time in two reception classes. When the children start in the nursery, their knowledge, skills and understanding are very much lower than expected for their age. Nearly all have English as an additional language. Most are in the very early stages of speaking English and a significant number do not speak any.
94. The children make good progress in the nursery due to the good quality teaching and the wide range of activities that not only promote the development of skills and knowledge but also help the children to acquire English. By the time the children move into the reception classes, they have made good gains in all six areas of learning. Many children have made rapid progress in conversing in English. The children continue to make good progress over the reception year although progress in lessons is often more rapid in one reception class than the other as the teaching is of a higher quality.
95. By the end of the reception year, the children have met the standard expected in personal, social and emotional development and in physical development. Although they have made good progress in communications, language and literacy, mathematics, knowledge and understanding of the world and creative development, their attainment is lower than expected for their age.
96. The planning is of a very high quality and themes such as 'Mini-beasts' are used very effectively to foster the children's progress. Much thought is given to establishing routines and providing interesting activities. Care is taken to identify key words and phrases and the teachers and support staff work effectively together to promote the children's understanding and use of English.

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

97. By the end of the reception year, most children will have achieved the standard expected for their age. They make very good progress during their time in the nursery and reception classes because of the staff's high expectations and good organisation. These ensure the children take care of their own needs, make their own decisions and get on well with each other. The translations of instructions and conversations into home language by bilingual staff help the children to realise what is happening and to join in.
98. The nursery children settle quickly into the routines which help them to feel secure and confident to leave parents and carers. They take care of their own needs but ask for help to zip coats and fasten buttons. Many remain involved for a good length of time at activities they choose for themselves or when their attention is caught by something new. Several children stayed at the jigsaws for half an hour happily repeating the same one. In the nursery and reception classes, the children are almost always well behaved because the teachers and support staff ensure the children know what is expected of them.
99. Through class and group sessions, the children learn to listen carefully and to join in with rhymes and songs. They quickly learn to take turns and to share. There were many occasions during the inspection when the children chatted and laughed together as the result of what they were doing. However, many reception year children do not yet have the confidence to speak to adults other than classroom staff. This is

usually because they have not yet developed sufficient skill in English for them to understand and respond appropriately.

100. Teaching and assessment of the children's progress in this area of learning are of a good quality. The staff observe the children and encourage them to try and to persevere with activities. Their warm, supportive approach engenders a positive response from the children who try hard to please them.

### **Communications, language and literacy**

101. The language and literacy skills of most of the children are well below the standard expected for their age by the end of the reception year. Nevertheless, this represents good progress from the very low level of attainment on entry to the nursery. This is a reflection of the good teaching and the effective way the bilingual staff help the children to understand stories, instructions, explanations, questions and to use new English words and phrases. This is an improvement since the previous inspection when the lack of bilingual provision was identified as a weakness.
102. Many children make rapid progress in understanding and in speaking English because of the successful way the staff take every opportunity to help the children use language for communication and understanding. When using the telephone, the children speak in their home language but when speaking to adults or other children, most use single words or short phrases in English. Others use simple sentences to explain what they observe and understand.
103. When the nursery children were washing a toy 'Incy Wincy Spider' down a length of drainpipe, the teacher talked constantly about what was happening. Through this, she enabled them to describe what they were doing and to sing the nursery rhyme as they played. Her use of 'Tell her what we are doing' encouraged one girl to explain to another. In the reception classes, the staff's use of repeated words and phrases and open questions encourages all the children to talk and to use new words. Children baking currant buns could remember most of the ingredients and used simple phrases to explain that the buns were to be baked in the oven.
104. In the nursery, the children learn to recognise their names and to appreciate the labels and notices in the room. The nursery and reception children enjoy listening to stories and rhymes and they sit quietly, listening and looking attentively. The nursery children occasionally choose to look at books. The nursery staff are skilled at using the storyline and pictures to draw the children into talking about what is happening. When asked how the farmer in the story could stop his animals from running away, the children suggested 'build a field'. In the reception classes, a number of children are reading the first books in the school's reading scheme. A small number read familiar words accurately and know the sounds of some letters of the alphabet. Their skills in explaining why things are happening in a story or in predicting what might happen next are limited by their ability to use language to express meaning.
105. The children's writing skills are well below what is expected for their age. Many of the nursery children are slow to show an interest in writing. They make marks in compiling their own mini-beast booklets and some try to copy their name. The reception year children make satisfactory progress. They move into writing strings of letters to represent words and a small number write their name without help. A few higher attaining children write recognisable words but most children need the help of an adult when writing.
106. There are some inconsistencies in the teaching. Not enough attention is paid to the stage of development of the children in one reception class. Too much is expected of

them too soon in writing formally and this results in some children struggling with the tasks.

### **Mathematical development**

107. Although the children make good progress, they start from a very low level and by the end of the Foundation Stage, the attainment of most is still below that expected. The work of a small number of higher attaining children indicates that they will achieve and exceed the standard expected by the end of the reception year, particularly in number. The teachers recognise these children's skills and knowledge and foster their progress through challenging activities in adult led group sessions. These children count to 100, identify and write numbers correctly and know that 71 is bigger than 17. In adding numbers together, the children use appropriate strategies such as adding on.
108. In both the nursery and the reception class, the staff place a high emphasis on number. The nursery children are interested in counting objects and sorting them according to shape or colour. They enjoy counting as they play, for example, with toy cars. Most children in the reception classes count and order numbers to 10 accurately. They are beginning to see relationships between numbers such as knowing that three more is needed to make seven into ten. When working with an adult, they add two sets of objects together to find the total. Lower attaining children with the support of adults, are beginning to recognise and count numbers to five. However, most of the children need help to use their mathematical knowledge to solve problems. Many do not have enough technical language to explain what they know and understand.
109. A strength of the good teaching is the use of a variety of practical activities to promote the children's mathematical understanding in lessons and as part of other activities. For example, the use of real sweets and also the fruits that occur in the story of 'The very hungry caterpillar' caught the children's interest and gave purpose to their sorting and matching.

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

110. On starting school, many children have had very limited experience of the world around them. Their general knowledge is low. By the end of the reception year, although attainment in this area of learning is below that expected for children of this age, they have made good progress. The teachers plan a range of interesting and appropriate activities to enable the children to explore aspects of the world about them.
111. During the inspection, nursery children checked on their wormery and closely observed spiders and worms. They correctly identified butterflies and caterpillars when sharing a story and learnt the term 'ladybird'. The children learn quickly and show interest but standards do not reach the expected level. This is because the children's language skills are not well enough developed to enable them to talk about what they observe and to explain possible reasons for why things happen. Nursery children were obviously enjoying exploring the effects of magnets on metal, but few responded to questions such as, 'What is happening?'.
112. Classroom role-play helps to foster both the children's language skills and their knowledge. Reception children talked about going to the park in their bus and took turns to be the driver and passengers. When playing in the travel office however, the children behaved as if they were in a shop and showed less awareness of the appropriate routines and procedures.

113. The majority of the children show a satisfactory level of skill when using the computer mouse. In the reception classes, the children confidently used the mouse to click on various icons on the tool bar to create different effects. They clearly knew what they were doing but found it hard to explain. Photographic evidence and teacher captions indicate that nursery children are aware of how to use a camera.
114. Teaching of knowledge and understanding of the world is good. Activities are well organised and planned to build on previous learning. The children are encouraged to work independently but are also provided with appropriate help to develop their use of language and their understanding. Many of the activities are planned so that children work together. This has a positive impact not only on behaviour and relationships but also on opportunities for children to communicate with each other.

### **Physical development**

115. Most children are likely to achieve the standard expected in this area of learning and make good progress during their time in the nursery and reception years. The teaching is satisfactory overall and good in some sessions.
116. The children experience outdoor play almost every day and the staff provide a high level of supervision. Although the children experience a wide range of different activities, outdoor play is not as well planned as other areas of learning. It does not focus enough on the systematic development of specific skills.
117. Many nursery and reception children handle the wheeled toys confidently. While a few push with their feet on the ground, others use the pedals and steer and manoeuvre the tricycles, trailers and prams with ease. They climb confidently through the tunnel and throw balls to one another. When there is new equipment, the children often try hard to master it. Two children struggled initially to walk on cup stilts but soon learnt to pull up the strings as they moved a leg. After fifteen minutes, both were trying to walk up the slope.
118. In a games lesson in the school hall, reception year children made good progress as they used the space and kicked large sponge balls. The teacher's comments about how to use the instep of their foot and the use of children to demonstrate were reinforced by the encouragement of support staff and consistent use of routines.
119. Daily activities ensure the children make sound progress in using a range of classroom equipment. Children use scissors, pens, glue and paint with increasing skill. Many, especially girls, show dexterity and skill in handling small and fiddly items.

### **Creative development**

120. The children start from a low level of skill. Good teaching and provision accounts for the children's good progress in both the nursery and reception classes so that by the end of the Foundation Stage, many children are below, but close to, the standard expected.
121. Nursery children paint, draw, print and make collages. During the inspection they were seen creating patterns using different types of paper and glues. They explored paint using big brushes to mix colours and create their own colour sequences. The staff actively encourage independent learning but at the same time, take every opportunity to promote language and develop particular skills. A support assistant interacted continuously with the painters, praising, suggesting and asking for their opinions.



122. In the reception classes, the standard of work is not too dissimilar from that in most schools. The children express themselves in role-play, song and through a variety of media such as dough, sand and construction kits. Their ability to talk about what they have done, what they used and how they did it, is not as well developed.

## ENGLISH

123. Inspection evidence confirms that standards at the end of Key Stage 1 are low. The attainment of the majority of pupils in speaking and listening, reading and writing is well below that expected for seven year olds.
124. At Key Stage 2, pupils make good progress but overall standards are low. Less than half of Year 6 pupils are attaining the standard expected for their age in reading and writing. Nevertheless, given the extremely high proportion of pupils who have English as an additional language, the progress made over time is good for all and very good for a significant number. The rate of progress for most speeds up in Years 5 and 6 because of the pupils' increased skill in understanding and using English and because of strengths in the teaching.
125. The vast majority of children who speak very little, and sometimes no, English when they start school make rapid progress and achieve well. By the age of seven, most listen carefully and answer questions confidently, though they sometimes struggle to find the words they need. Occasionally, pupils become over excited and call out, without listening to what others say. Pupils enjoy listening to stories. Year 1 pupils were quick to join in with *'Then he huffed and he puffed ...'* in the story of 'The three little pigs'.
126. The pupils like books and are keen to find out about the characters in the reading scheme. They make steady progress in reading. By Year 2, a small number of pupils are fluent readers who use some expression and appreciate events in the story. Most pupils are stilted, hesitant readers who look to adults for support with unfamiliar words. They rely heavily on recognising words by sight but when encouraged, they use their knowledge of letter sounds to work out new words. A significant number of pupils have yet to read independently. They talk about the pictures in the book and know some words and letters. The range of reading experiences for a significant proportion of pupils is limited to what the school provides. Although parents hear their children read school-books at home, many pupils say they do not have other books at home.
127. Compared with pupils in most schools, Key Stage 1 pupils make slow progress in learning to write. However, given that nearly all pupils are acquiring English as an additional language, they make good progress in learning rules of spelling and grammar. The poorer quality of the content of their writing reflects their stage of speaking and understanding English. Higher attaining writers in Year 1 begin to write simple statements such as 'I went to the shops.' They know that sentences start with a capital letter and end with a full stop and use their letter knowledge to have a go at spelling simple words. They struggle to link ideas and to spell words such as 'all' and 'out'.
128. By the age of seven, the majority of pupils express simple ideas clearly in sentences that are correctly punctuated. They spell simple words accurately. More able pupils develop their ideas and write longer stories such as 'The magic island'. The standard of presentation is a weakness. Written work is generally untidy. The pupils do not achieve consistency in handwriting style or in the size of letters and at times capital and small letters are confused within words.

129. At Key Stage 2, pupils build well on these skills and make good progress in all aspects of English. Pupils' fluency increases rapidly in speaking English so that by Years 5 and 6, pupils explain clearly what they like or dislike about the books they read. They talk at length about the things they do at school and at home. Younger pupils have not yet gained the same confidence with language and struggle to express their opinions. Pupils' difficulties in appreciating the meanings and nuances of words, phrases and sayings, often limit their progress in understanding fully what they hear and read. For example one pupil could not explain the phrase 'being cross' although he knew it was 'not good'. Older pupils' take on different roles and speak their lines with reasonable clarity and expression in the lunchtime drama club.
130. Regular reading periods, additional support from the Better Reading project and reading mentors all contribute to pupils' reading progress. In Years 3 and 4, pupils begin to use more expression when reading and use the storyline as well as pictures to help them understand the meaning. Many start to visit the town library regularly and continue to read at home to members of their family. By Year 5, most pupils have no need of the reading scheme and are choosing their own books. Higher attaining readers enjoy Harry Potter stories and name several favourite authors. When reading aloud, most Year 6 pupils are fluent and accurate but too many read in a mechanical way and do not understand fully what they read. They talk about the characters and the plot but do not appreciate similes such as 'his legs shook like jellyfish' because they do not know what a 'jellyfish' is.
131. At Key Stage 2, pupils begin to develop more fluency in writing but their style is inhibited by the limitations in their speaking and reading. Pupils learn quickly the rituals and rules of language, such as adding prefixes and suffixes, but this is not always linked well enough to pupils' own language. They learn about different writing styles in literacy lessons and then use their knowledge in other subjects. Good examples of this were the letters written by Year 3 pupils as if they were army leaders telling the Roman emperor of their intention to invade Britain and Year 4 pupils' instructions on how to make 'moving picture books'. Good use of the computer enabled Year 5 pupils to include graphics in their story about 'The Hedgehog who invented traffic lights'.
132. Such experiences help to reinforce pupils' knowledge of how to organise and structure their writing. Most Year 6 pupils write in paragraphs, sustain their ideas and use language for effect in stories and poetry but inaccuracies in spelling and grammar lower the quality. Higher attaining writers draw on more adventurous language and use dialogue well to portray characters and tell the story. All pupils make noticeable progress in presenting their work neatly and writing in a legible joined hand.
133. Teaching quality is satisfactory overall but is not strong enough to boost pupils' progress and lift standards significantly. Although the very good teaching of the coordinator for some Year 6 pupils sets a good model for others, weaknesses in teaching at both key stages hinder pupils' progress. Teachers follow the National Literacy framework to plan and structure their lessons. They stick to the year group content but do not always adapt it well enough to reflect the pupils' stage of language development. Not enough is done to develop pupils' fluency in speaking and understanding English as a means to improve the quality of their reading and writing. The teachers do not make language explicit by showing pupils how language works. When pupils complete worksheets and exercises from text books they often get the answers correct but are not able to apply their knowledge in practice.
134. Opportunities are missed to use practical and relevant activities which draw on and foster pupils' language skills. For example, there are no role play areas or listening centres and little use is made of letter or word games. In several lessons, good ideas used in the class introductory sessions were not used as group activities, even though they were highly appropriate.

135. All the teachers use questioning to assess understanding and also to promote good attitudes and interest in learning. In a lesson for Year 6 pupils, the teacher's probing and challenging questions about Browning's writing techniques and their effects, helped pupils to make strides in their knowledge and understanding of poetic language. The feelings of the characters in 'The pied piper of Hamelin' were then clarified through role play and discussion. As a result the pupils' enjoyment was high and their learning was very good.
136. Teachers set clear objectives for learning which they explain to pupils so they know what is expected of them. In most lessons the pace is brisk and the work challenges the pupils who work hard. Not all the teachers check that the pupils understand fully what they have to do. On one occasion, higher attaining pupils did not make the progress they should because they had to begin their work again. There are some weaknesses in the teachers' subject knowledge and also in their own use of language. For example, when writing on the board, two teachers mixed upper and lower case letters and one teacher inappropriately corrected a pupil's use of language. This does not set good models for pupils.
137. Those pupils who have special educational needs receive much support in class and in withdrawal groups. As a result they make good progress towards their individual targets.
138. The coordination of English is good. The deputy headteacher provides strong leadership and management. He has compiled good, comprehensive systems to monitor pupils' attainment and progress, to identify areas of the curriculum to improve, and to set individual, class and year group targets. The targets are shared with pupils and parents and reviewed regularly to ensure pupils remain 'on track'. Regular observation of teaching has led to improvements. For example, classroom assistants now have a significant role in working with specific groups of pupils to boost their attainment and staff are working to improve their skills in assessing pupils' achievement.

## **MATHEMATICS**

139. The work seen during the inspection confirms that standards are much lower than expected for seven year olds and have not risen since the last inspection. At the end of Key Stage 2, standards are still low although pupils make good progress in their knowledge and understanding of mathematics.
140. Pupils are grouped according to their attainment from Year 2 to Year 6 but their progress is closely related to the quality of teaching. All pupils make at least satisfactory progress but some sets are making good progress because of good teaching. The headteacher's challenging and questioning style is boosting the progress of a set of Year 3 pupils. There is no significant difference in the performance of boys and girls. Pupils with special educational needs often make good progress in lessons because of the support from teachers and classroom support assistants. Occasionally, the higher attaining pupils do not make enough progress. This usually happens when pupils are asked to do more of the same rather than move on to the next stage.
141. The National Numeracy Strategy has been introduced but inconsistencies in the content and quality of lessons are still hindering the programme to raise standards. Several lessons seen did not start with a session of mental mathematics and not all the teachers are skilled enough in leading lively, quick-fire problem solving sessions to sharpen the pupils' agility in using number. Similarly, not all teachers ask the pupils

'How did you do it?' or help the pupils to acquire greater fluency in explaining their reasoning.

142. Many teachers use a narrow range of strategies and resources. While pupils often chant multiplication tables and individuals answer problems such as 'double 36', there is little use of resources such as number fans or 'show me' cards to include all pupils. Key Stage 1 teachers often make good use of number sticks and games, such as bingo, to reinforce pupils' number skills, but group activities most often involve pupils in copying out or completing worksheets or doing work in books. A scrutiny of pupils' work since September shows a high number of worksheets in many classes.
143. At Key Stage 1, the pupils move quickly into recording their work formally and as a consequence, they learn the procedures to solve number problems. By the end of Key Stage 1, pupils have acquired basic number skills such as ordering numbers to 100 and counting in fives and 10s. They are generally secure in adding to and subtracting from 20 but are less confident in using and applying their knowledge to practical situations. This is also evident at Key Stage 2. Year 4 pupils knew what to do to multiply two numbers but the way they set out their workings and explained what they were doing showed only a tentative understanding of place value.
144. In lessons where the teachers encourage the pupils to explain how they work out their answers, pupils increase in confidence in using relevant mathematical terms. Work in other subjects draws on pupils' knowledge and skills such as in a physical education lesson when Year 4 pupils used their knowledge of co-ordinates to find their way around an orienteering course. By Year 6, most pupils use a variety of approaches to problem solving and are confident in using the four rules of number. They know how to use calculators and have some experience of using computer software to present spreadsheets and graphs.
145. Many pupils achieve well as they enjoy mathematics and sustain their concentration well. They are keen to learn and persevere when they meet a problem. Year 6 pupils used fingers, scrap paper and tried to keep figures in their minds as they sequenced numbers.
146. The quality of teaching is satisfactory overall. The teachers plan their lessons conscientiously. They share the purpose of the lesson with pupils and use information about pupils' attainment from the previous lesson to adjust the content. Good questioning is a strong feature of the teaching. The teachers' use of challenging, open-ended questions tests the pupils' knowledge, reinforces their learning and helps pupils acquire new skills. The better lessons move at a fast pace and keep the pupils engaged. Occasionally the teachers spend too much time talking to the pupils who then have too little time to complete the tasks. When pupils are working, the teachers often merely supervise and miss opportunities to work with specific groups or individuals to develop their understanding.
147. Good teaching was seen in some Year 2 and 3 classes. In the one very good lesson seen, the teacher and the support assistant worked well together to develop low attaining Year 4 pupils' understanding of number patterns and sequences. The initial mental mathematics session led naturally into the main part of the lesson. Pupils much enjoyed thinking out and replacing the missing numbers in the 100 number square. The teacher's structured, repetitive approach helped the pupils to see how  $14 \times 2$  could also be seen as  $(7 + 7) \times 2$ . As the teacher and support assistant realised the pupils were having problems understanding, they rephrased their comments. This kept the pupils actively involved throughout the lesson and by the end all had made very good progress.

148. The management of mathematics is just satisfactory. The co-ordinators have only been in post for a short time and have not yet been able to have a positive impact on standards or the quality of the provision. They have too little influence, particularly at Key Stage 2, as they do not monitor the quality of teachers' planning or pupils' work. The headteacher and deputy headteacher have monitored the quality of teaching and areas for improvement have been identified. Similarly, they have analysed test results to show gaps in pupils' attainment and used pupils' results to set targets and to project attainment at the end of Key Stages 1 and 2.

## SCIENCE

149. Standards at the end of Key Stages 1 and 2 are low. In 2000, teacher assessment placed two out of three Year 2 pupils at the level expected for their age; this was well below the average of all and similar schools. Inspection evidence and school assessment shows that only one in two Year 6 pupils are attaining the level expected for their age and very few are working at a higher level. This is well below the average of similar schools in the 2000 tests.
150. As reported in the previous inspection, many Key Stage 1 pupils find it hard to record their work and have difficulties in using and understanding scientific language. The school is aware of these weaknesses and teachers at both key stages are placing more emphasis on helping pupils to learn and use relevant scientific terms. In several classrooms, key words are displayed alongside topic related materials and items.
151. Standards are improving at Key Stage 2. Pupils make good progress in many lessons because of the systematic teaching of skills and knowledge. Clear information is helping the teachers to prepare challenging lessons that encourage pupils to investigate and to record their findings using accurate scientific terms. Year 6 pupils remember well scientific facts such as information about the earth in space and they use correct terms including 'orbit' and 'satellite'. Their conceptual knowledge is insecure.
152. Few pupils are doing well for their age and the main weakness lies in pupils' understanding of terms and their skills in scientific enquiry. Pupils make slower progress in appreciating the principles of fair testing and in learning how to predict, how to select a suitable approach and how to present their findings in graphs, charts and tables. This weakness also typifies science at Key Stage 1 where the teachers decide what the pupils will do and do not let them try out their own ideas.
153. The quality of teaching is unsatisfactory at Key Stage 1. The teachers' knowledge of science is not secure. As science is taught as part of a project, the programmes of study are not all covered fully. A scrutiny of pupils' work since September shows less than expected for two terms, with little development from Year 1 to Year 2 particularly in scientific enquiry. Higher attaining pupils are not being stretched. Those who take longer to learn are given too few opportunities to repeat activities such as sorting and classifying materials. Many of the planned investigations lack challenge and pupils are not being taught systematically how to record what they have done and found out.
154. The quality of teaching at Key Stage 2 is good overall. Practical activities often lead into investigations which engage pupils' interest and curiosity. The teachers' precise, detailed introductory explanations include brief reviews of previous learning and often include demonstrations to help pupils understand a new theory. For example, a teacher inflated a balloon to show Year 5 pupils how gas can be pressurised. In a very good lesson, the teacher prepared a stimulating environment to enable Year 3 pupils to investigate whether materials were transparent, translucent or opaque. She carefully highlighted the conditions of a fair test and enabled the pupils to organise their own work, which included recording their results. Pupils worked very well

together, systematically shining torches into a variety of papers, cloths and metals. There were moments of 'Eureka' when a pupil discovered that some materials, such as shiny metal, reflected the light from the torch. All the pupils made very good progress in learning how to be a scientist due to the support of the teacher and the classroom assistant. In many lessons, the assistants work with pupils with special educational needs and through suggestions and explanations help them to succeed and often achieve well.

155. The management of science is satisfactory. Two co-ordinators have good knowledge of the standards of attainment at Key Stage 2 but are less well informed about the provision and its effect at Key Stage 1. One coordinator is leading science sessions after school to help boost Year 6 pupils' attainment and to develop their confidence in completing the national tests. Changes in the curriculum have been made to address the gaps found in pupils' knowledge from an analysis of previous years' tests and assessment procedures.

## **ART AND DESIGN**

156. At the end of Key Stages 1 and 2, pupils' attainment in art and design is similar to that seen in most schools. Standards have improved since the previous inspection when they were judged to be lower than those expected of seven- and eleven-year-olds.
157. At both key stages, all pupils make good progress, including pupils with special educational needs and those for whom English is an additional language. This is because they experience a variety of activities, techniques and media, and receive good support from teachers and others. Much work, such as Year 1 pupils' observational drawings and Year 2 pupils' pasta collage and textiles, is linked to the study of materials in science. At Key Stage 2, much work is meaningfully linked to history. However, pupils' skills in choosing materials to work with are not well developed, as the teachers tend to select them ready for the lesson.
158. Pupils learn to draw from observation and to investigate collage techniques using a range of papers and materials. For example, Year 1 pupils used their weaving skills learned earlier in the term by working with wool and plastic to create their own designs. Pupils learn how to use computer software to create 'woodcut' designs. Although the teachers discuss pupils' work with them, many Year 2 pupils find it hard to use technical terms when talking about what they have done and how they might improve their work.
159. Key Stage 2 pupils study the work of famous artists such as Lowry and Bradford-born Hockney, and emulate their style. Pupils in Year 4 extended their drawing of chairs in the style of Rietveld to design a chair suitable for Henry VIII. Their sketches were carefully thought out and well presented. The teacher's positive, written responses on the quality of their designs visibly encouraged good, collaborative work in the next lesson. Computer generated graphics were used effectively by Year 5 pupils to produce work similar to that of Matisse.
160. The quality of teaching seen was satisfactory overall with some good teaching at Key Stage 2. The teachers plan and prepare lessons conscientiously. They manage the pupils well and deal with occasional minor behaviour problems effectively and without confrontation. Pupils generally settle promptly to their tasks and remain occupied.
161. The co-ordinator provides good subject leadership and management. She has used her good knowledge about art and design to write subject plans and to provide good levels of support and guidance for teachers. Her work to audit and replenish resources has ensured that all are of a good quality and are organised efficiently.

## DESIGN AND TECHNOLOGY

162. Not enough lessons were seen in design and technology to make a secure judgement about standards or the quality of teaching. However, the quality of work seen throughout the school indicates that pupils attain standards that are typical for their age.
163. Pupils learn about the design-make-evaluate process and how to use different tools and techniques to create their products. Year 6 pupils' slipper designs include clear sketches and labelled diagrams to indicate the materials and tools they will need. Pupils make satisfactory progress and often achieve well as they share ideas. Year 2 pupils have designed and constructed wheeled vehicles based on a model chassis. They used a range of fixing techniques including stapling and in trying to improve the efficiency of the wheels they organised the axles. Such work links well with the science curriculum. Year 4 pupils skilfully apply their knowledge of levers and hinges to create pop-up books and Year 5 pupils assemble model insects with cams on the first axle to cause the bodies to rise and fall as they are pushed along. It is evident that pupils have enjoyed this work, which is finished to a good standard and shows imagination and ingenuity.
164. The displayed work indicates an appropriate teaching focus on the pupils making their own decisions. In lessons seen, the teachers encouraged the pupils to talk over their ideas. Questions such as 'How are you going to make it?' steered Year 3 pupils into thinking of ways to make parts of their monster move. Year 4 pupils were fully involved in designing a battery-powered torch. They showed much creativity in their unique designs and made good progress in applying their recently learned knowledge of electrical circuits to the task. There was a good working atmosphere with the teacher and learning support assistant much involved in discussion with the pupils. This enabled pupils to talk to the class about their designs and explain how they would incorporate the circuitry.
165. The management of design and technology is satisfactory and improvement since the previous inspection has been very good. The teachers have a sound understanding of what makes a good design and technology lesson and are beginning to exploit links with other subjects. The subject leader's regular evaluation of the quality of pupils' work and teachers' planning has been effective in raising standards.

## GEOGRAPHY

166. Pupils' attainment is similar to that in most schools at the end of Key Stages 1 and 2. Standards have improved at both key stages since the previous inspection.
167. Pupils make satisfactory progress in acquiring knowledge about different places and in understanding how to carry out geographical studies. Key Stage 1 pupils learn about different locations by following the travels of 'Barnaby Bear' on a map of the world as he uses different forms of transport to visit other countries. Year 1 pupils listened eagerly while the teacher read a 'letter' from Barnaby telling of his adventures in Japan. They were interested to see the parcel containing a kimono, Japanese fans and a parasol as well as a selection of food. This good teaching strategy helps pupils to see and understand some of the differences and similarities between their own and other cultures. Year 2 pupils learn about island life in Scotland through the Katie Morag books. They learn about homes, means of transport and the kinds of work people do.
168. Key Stage 2 pupils learn to use maps and various sources of information. They develop skills in studying geographical elements such as the weather and how the climate affects the way people live in an Indian village. Pupils' mapping skills develop

from using local street maps to find out about amenities in Bradford in Year 3 to using keys and grid references in Ordnance Survey maps by the end of Year 6. Year 5 pupils make good use of maps, diagrams and photographs as well as first hand experience to learn about the rural village of Clapham. They gain good insights into the social and economic differences between Clapham and Bradford.

169. The quality of teaching at both key stages is satisfactory. Teachers plan lessons well with suitably challenging tasks for pupils. In an effective lesson, the teacher provided Year 6 pupils with a wide range of rock samples. Through close observation and discussion about what they saw, the teacher helped the pupils learn about weathering and to identify rocks such as limestone and sandstone from their key features. This was a useful preparation for the pupils' visit to Haworth.
170. The management of the subject is satisfactory. The curriculum has been revised in the light of recent guidelines and meets National Curriculum requirements. The school makes good use of the local environment and field study centres to provide first hand experiences for pupils. The coordinator has rightly identified the need to provide better quality resources in order to improve mapping skills, particularly in Years 5 and 6.

## **HISTORY**

171. Standards have improved since the last inspection and are now in line with those seen in most schools by the end of Key Stages 1 and 2. The curriculum is better as the school has adapted national guidance effectively, and has also improved the range of books, items and visits to museums and places of interest, such as Eden Camp, to support different themes and topics.
172. At Key Stage 1, the youngest pupils learn about the past by looking at and examining old toys and comparing them with those of today. They also find out about different lifestyles. Pupils in Years 1 and 2 made good progress in appreciating how housework has changed, by looking at and talking about Victorian flat irons and electric irons of today. By the end of Year 2, pupils have a sound knowledge and understanding of the lives of some famous people in the past and their impact, such as Florence Nightingale's influence on nursing practices during the Crimean War.
173. Key stage 2 pupils make satisfactory progress in understanding chronology and different periods of history because the teachers make good use of time-lines to help pupils place historical events in the correct order. As part of their studies, pupils use their reading and research skills to answer questions such as 'Why did Henry VIII marry six times?' This is often a difficult task for them as many lack the knowledge of word and phrase meanings to make full sense of what they find out.
174. The quality of teaching is satisfactory although one unsatisfactory lesson for Year 4 pupils was seen. Lessons are generally planned well and teachers usually draw on a good range of resources to make lessons interesting. When the teacher dressed some Year 2 pupils in Victorian nursing costumes, she captured the pupils' interest and set the scene for questions about nurses. Similarly, when the teacher adopted the role of 'Victoria' the maid, and gave a good demonstration of how Victorians did their washing in a 'dolly tub', she prompted Year 1 pupils to ask many questions. Although pupils made good progress, their learning was limited by not experiencing at 'first hand' what they needed to do to use the poss stick and washboard. Year 4 pupils' learning slowed as the teacher did not provide enough materials to help the pupils understand references such as 'bedstead' and 'bolster' as they read about the lifestyle of wealthy Tudors.



175. Subject management is satisfactory. The recently appointed co-ordinator has good subject knowledge, is supportive of colleagues and has developed a realistic action plan. She has established a clear curriculum and is monitoring teachers' planning to ensure National Curriculum requirements are met. Her monitoring role does not extend to observing the quality of teaching.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

176. Standards are satisfactory. Most pupils attain the level expected for their age at the end of Key Stages 1 and 2. All pupils, including those with special educational needs make very good progress over time, largely due to the systematic teaching of specific skills in using computer programs and functions. A weakness, however, is the minimal use of other ICT equipment such as tape recorders and cameras.
177. Considering that pupils spend only a short time working in the ICT suite each week, and few pupils have access to a computer at home, their achievements are remarkable. ICT is a strength of, and a success for, the school. There has been substantial improvement since the previous inspection when standards were judged to be well below the standard expected. The installation of a computer suite has much improved the quality of provision. The curriculum is now better organised to provide progressively challenging experiences for the pupils. The coordinator, although only part-time, is ably helped by an ICT support assistant, and provides specialist teaching for staff. As a result, all are confident in teaching and using ICT.
178. At both key stages, the pupils are well motivated, behave sensibly and responsibly, and show much enjoyment in their own progress. They make good progress in learning to handle the computer mouse, to use the keyboard and to use the different functions on screen. By the end of Key Stage 1, pupils confidently use computers and know how to use a range of programs. Year 2 pupils confidently and competently logged on, opened up a program, found the file started the previous week and selected items from the screen menu. They showed skill in using the screen pencil to draw horizontal and vertical lines to produce pictures in the style of the artist Mondrian, and then used the flood-fill tool to colour their shapes, before saving and printing their work.
179. As the pupils progress through Key Stage 2 their skills continue to improve rapidly. They understand and use the language of ICT as they talk about what they are learning. They learn how to locate information. Year 3 pupils worked hard to find information in the school library and Year 4 pupils showed good concentration in learning how to organise information using a branching diagram. Others were using the Internet to obtain information about cars. By Year 6, pupils know how to send e-mails, use and produce spreadsheets and use simple desktop publishing packages to present their work. As yet, pupils' have had little experience in using control technology as part of science.
180. The quality of teaching is satisfactory overall and often good. The teachers use their good knowledge of ICT to focus on specific skills. If any problems occur with the computers, they are able to remedy them quickly. The teachers plan their lessons effectively and use science and mathematics themes to apply ICT skills. They make good use of questions to assess the pupils' understanding. Year 2 pupils learnt quickly what to do as the teacher talked about what she was doing while she demonstrated how to change colours on screen. As a result, all pupils, even those still in the early stages of learning English, made good progress in using a new function.

181. The co-ordinator provides good leadership and manages the subject effectively. He uses his expertise and specialist knowledge to assist colleagues in their planning and teaching, and to keep the computers operational. The curriculum meets National Curriculum requirements and the school is making effective use of national guidance on how to keep track of pupils' progress.

## **MUSIC**

182. Pupils' attainment is similar to that expected for their age at the end of Key Stages 1 and 2. Standards have improved since the previous inspection but pupils still have a narrow musical experience with few opportunities to compose and perform their own music. Many are not achieving as well as they could. The teachers generally lack confidence in teaching music and do not challenge the pupils enough.
183. Standards are only just satisfactory in singing. Pupils enjoy listening to music and often sway with the beat. Although they sing in unison, pupils often force their singing and their diction is unclear. Many, more often boys, do not participate. It was only due to the teacher's enthusiasm, smiles and encouragement to clap and sing, that many Year 6 boys joined in with the singing. They made good progress in seeing the link between what they were singing and the incidence of quavers and crotchets in the music. The school, while sensitive to the Muslim community's views about singing, encourages pupils to learn and sing a range of songs from different cultures and traditions. The forthcoming production of 'The Jungle Book' is motivating Year 6 pupils and parents praised the quality of the singing in 'Oliver' last year. Such events add a strong dimension to pupils' personal development.
184. Pupils learn relevant musical terms such as tempo and ostinato, and by Year 6 are aware of musical notation. In one class of Year 5 pupils, the teacher has set specific challenges such as 'Can you play the scale of C?' and 'Which notes harmonise?' This is not common practice in all classes. Pupils are keen to play instruments and Year 2 pupils showed a good awareness of different rhythms and ways to play the drum using their fingers, palm and the heel of the hand.
185. The quality of teaching overall is satisfactory at Key Stages 1 and 2. The teachers are following national guidance in planning the curriculum. In the more effective lessons, the teachers keep a lively pace and structure the time well to ensure that pupils listen to, and also perform, music. The teacher made good use of the time spent waiting to go into the hall by encouraging her Year 3 pupils to listen carefully to and then move to the rhythm of the piano playing.
186. Subject management is satisfactory. The enthusiastic coordinator is aware of the need to raise the profile of music in the school and to draw on the musical cultures and talents of the community. She has increased the number and range of musical instruments but the school has yet to develop the use of computer software and electronic instruments.

## **PHYSICAL EDUCATION**

187. Observation of pupils in gymnastics, games and dance lessons together with evidence from teachers' planning indicate that standards at the end of Key Stages 1 and 2 are broadly typical of those found in most schools. Standards have improved in most aspects of physical education since the previous inspection but remain unsatisfactory in swimming. Pupils have swimming lessons in Year 5. Although there is extra provision, only a few pupils achieve the national standard of being able to swim 25 metres by the time they are eleven.

188. Pupils make satisfactory progress over time but in some lessons, many achieve well because of their interest and willingness to work to improve their performance. By Year 2, pupils show good control of their bodies and have a good awareness of space. Year 1 pupils stopped and changed direction quickly without bumping into others. Pupils learn about the effect that exercise has on their bodies and understand the importance of warming up prior to starting skill practices. They practise and refine the skills of controlling balls. Year 2 pupils worked well with a partner to throw and catch a ball with only one hand. They became quite excited as they managed to use these skills to pass the ball around the circle of pupils before the timer ran out. Similarly, Year 4 pupils were very excited and interested in their first experience of orienteering. They worked collaboratively in teams to follow a simple outdoor activity trail.
189. The quality of teaching is satisfactory at both key stages and occasionally good. In the one unsatisfactory lesson seen, pupils in Year 3 made no progress in learning how to improvise movements to music. The teacher spent too much time talking to little purpose. As the pupils were unsure of what they were supposed to be doing, they misbehaved and were extremely noisy. This was not typical of other lessons which were carefully planned and involved pupils in much activity. In many lessons, the teachers make effective use of pupils' and their own skills. When the teacher demonstrated how to control a ball with a hockey stick, Year 6 pupils renewed their efforts and improved their performance. The teachers usually set a good example in dressing appropriately and in reminding pupils about safety issues such as not wearing jewellery.
190. The co-ordinator is enthusiastic and leadership and management is good. Existing practices have been combined with national guidance to ensure that skills are taught in a systematic way. The quantity and quality of resources are good and equipment is stored well and easily accessible. The co-ordinator is extending links with other schools to provide Y5/6 pupils with the opportunity to take part in different sporting activities.

## **RELIGIOUS EDUCATION**

191. By the ages of seven and eleven, pupils reach the standards set out in the school's programmes of study, which have been written with reference to the locally agreed syllabus and national guidance. This sustains the standards reported in the previous inspection.
192. At Key Stages 1 and 2, pupils learn about the similarities and differences of several faiths. Key Stage 1, pupils learn about Islam as well as about Christianity, Judaism and Hinduism. Pupils know about the importance of the Muslim festival of Eid-ul-Adha and talk about how they celebrated this special time by receiving presents, new clothes and by eating family meals. Pupils are also told about the Christian festivals of Lent, Christmas and Easter and also about the Jewish festival of Hannukah. They learn about the lives of the prophets Mohammed and Ibrahim and why these people are important to Muslims.
193. By the end of Key Stage 2, pupils have developed a greater understanding of the importance of holy and special books to the followers of different religions. They know that there are many shared values such as respect for parents. Pupils learn best when their curiosity and interest are aroused by looking at items such as photographs of Muslims making a pilgrimage to Mecca. Year 5 pupils made very good progress when they discussed Islamic customs and how they related to writings in the Qur'an. The teacher's sensitive but searching questions encouraged the pupils to explain clearly and to reflect on the symbolism of the clothes they wear, the preparations they

make before they pray and the food they eat. Her respect for their opinions and knowledge was a key factor in getting pupils to talk willingly and openly.

194. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2 with particular strength in the teaching for pupils in Years 5 and 6. Most teachers use well their secure subject knowledge in class explanations and include relevant references to holy books and scriptures. In some lessons, the teachers dominate the discussions and do not develop the pupils' comments, which often show good insight. In the more effective lessons, the teachers structure the lesson carefully to help pupils learn about, and learn through religion how to regulate and develop their own lives. The teacher's preparation of speech bubbles helped Year 6 pupils, including those with language and special educational needs, to record from their own discussions how Islam provides guidance on daily life.
195. The leadership and management of religious education is good. The school gives highest priority to teaching about the religion of the majority of the pupils while ensuring that pupils learn about other major religions. This makes a good contribution to pupils' spiritual and cultural development which is enhanced by visits, visitors and the developing collection of resources.