

# INSPECTION REPORT

**Horton Mill Primary School**

Oldham

LEA area: Oldham

Unique reference number: 105679

Headteacher: Susan Crowson

Reporting inspector: Mr J White  
17242

Dates of inspection: 25<sup>th</sup> - 28<sup>th</sup> September, 2000

Inspection number: 225157

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Greengate Street Glodwick Oldham Lancashire
Postcode:	OL4 1DJ
Telephone number:	0161 633 1711
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Appropriate authority:	Governing body
Name of chair of governors:	Shoakat Ali
Date of previous inspection:	6 <sup>th</sup> July 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
J White 17242	Registered inspector	Science; Art and design; Design and technology; Geography; English as an additional language	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed?
R Barnard 13526	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
B Aldridge 17454	Team inspector	Mathematics; Information and Communications technology; Physical education; Special educational needs	
J Lawson 24022	Team inspector	Music; Religious education; Under five; Equal opportunities	
D White 22671	Team inspector	English; History	How good are curricular and other opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is located in Glodwick close to the centre of Oldham. All the pupils come from homes where English is not the first language. About 84 percent of families have their routes in the Mirpur area of Pakistan and the remainder are of Bangladeshi origin. The physical fabric of the area served by the school is very poor and according to the school 60 percent of dwellings are statutorily unfit for habitation or in need of serious repair. Glodwick is now part of a single regeneration programme and improvements are being made to the area. The number of pupils eligible for free school meals is well above average. Sixteen pupils are on the school's special educational needs register and none has a statement. Three year old children are admitted to the nursery on a part-time basis and they enter the reception year at the beginning of the year in which they become five. Currently there are 28 part-time children in the nursery and 206 pupils (119 boys, 87 girls) in the main school. Pupils enter the school with very little or no English but many speak and/or understand more than one language.

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

The school has improved significantly since its last inspection and pupils' overall progress is good. Though standards at eleven are below average in English, mathematics and science, they are higher than two years ago. Standards in information and communications technology have improved well and are now average. Leadership is very effective and the commitment to raise standards is strong. The quality of teaching is good and the staff work well as a team. The very positive ethos is characterised by understanding and respect for pupils' linguistic, cultural and religious backgrounds. The school provides good value for money.

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

- Leadership is very effective and is helping the school to improve quickly.
- Pupils' overall progress is good but especially in English, mathematics and information and communications technology.
- The quality of teaching is good and support staff also contribute significantly to pupils' learning.
- Pupils behave very well and their relationships are very good.
- Attitudes to pupils' family backgrounds are very positive and links with parents are very effective
- The nursery gives pupils a good start to their education.

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

- Spoken English is not always taught thoroughly in mainstream classes.
- Pupils' understanding and use of letter sounds are not taught systematically enough.
- Able pupils are often not given hard enough work in science, and sometimes in mathematics.
- Marking of pupils' work does not consistently indicate how they can improve.

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

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

The school was last inspected in July 1998 and at that time it was judged to have serious weaknesses. The headteacher and staff have chosen appropriate priorities and significant improvements have been made in the short period of two years. Despite some continuing difficulties with staffing the signs are that the school should continue to improve. The quality of teaching is better. Pupils' overall progress is good and at the age of eleven standards are higher in the key subjects of English, mathematics, and information technology. More time has been allocated to science and although standards have recently fallen they are still significantly better than in 1998. The curriculum is now planned and monitored well. The range of procedures for monitoring and evaluating teaching and learning are thorough. Procedures for assessment are better and the information about pupils' knowledge and understanding is generally used well to plan their work. Challenge for the more able oldest pupils has improved considerably in English and mathematics. Homework is now regular and contributes well to pupils' progress throughout the school.

## STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E*	E*	E
Mathematics	E*	E*	E*	E
Science	E	E*	E	D

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

Although the 1999 results in English and mathematics place the school's performance in the lowest five percent of school's nationally they mask the school's good improvement in the proportion of pupils achieving the average National Curriculum level. The school met its targets in these two subjects. Standards have risen since 1997 and the unvalidated test scores for the current year indicate that this trend is continuing. Standards in science have fluctuated but they are nevertheless also better than in 1997. Significant improvement has been made in information and communications technology and pupils in the final year of the juniors now attain average standards. Although their attainment in English, mathematics and science is broadly below average they are making good progress after a period of unsettled staffing arrangements. In the 1999 tests for seven-year olds, although standards were below average they compared favourably with those of similar schools. Pupils enter the school with little or no English and they make good overall progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good throughout the school.
Behaviour, in and out of classrooms	Pupils usually behave very well.
Personal development and relationships	Relationships are very good and pupils respond well to personal responsibility.
Attendance	Attendance is low compared with the national average.

Pupils enjoy school, respond very well to the teachers and non-teaching staff and respect the feelings of others. Junior pupils take good care of the youngest pupils especially at lunchtimes. The attendance level is affected by the amount of extended family visits to countries of origin.

## TEACHING AND LEARNING

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

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

The overall teaching is good and it was very good or better in 25 percent of lessons. Literacy and numeracy are taught well. Pupils are helped to make good overall progress in reading and writing but more systematic teaching of letter sounds would help standards to rise further. A productive use of time and brisk pace in the learning are significant features of the effective teaching. Lessons are nearly always well planned and generally the range of pupils' needs is well catered for. The majority of pupils make good progress in most lessons. More able pupils are not often challenged enough in science, and sometimes in mathematics. Spoken English is a regular feature of all lessons but now needs to be planned and taught more thoroughly. There are examples of effective marking but it is not consistent. Support staff make a significant contribution to the teaching and learning. Nursery children are helped to settle quickly.

Aspect	Comment
The quality and range of the curriculum	A good range of learning opportunities is provided.
Provision for pupils with special educational needs	Provision is good and pupils make good progress overall.
Provision for pupils with English as an additional language	All pupils have English as an additional language and they make good overall progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is very good.
How well the school cares for its pupils	Pupils are well cared for.

Links with parents are very effective and a wide range of activities encourages them to be involved in their children's education. Adults throughout the school provide strong role models for the pupils. Assemblies contribute very well to pupils' personal development. The promotion of good behaviour is a key feature of the care for pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and staff are committed to raising standards and leadership is very effective.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities adequately and after an unsettled period are becoming more involved in the life of the school.
The school's evaluation of its performance	Monitoring and evaluation of standards, teaching and the curriculum are very thorough.
The strategic use of resources	Resources are used well to support the school's priority to raise standards.

The overall staffing, accommodation and resources are very good. Stability in staffing has been affected by some long-term absence but the headteacher has managed this well. The thorough monitoring of



standards and teaching has been followed by appropriate action to improve the school's performance. The school applies the principles of best value by regularly comparing its progress with other schools. New technology is used very effectively.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like school, behave well and are making good progress.</li><li>• Children are expected to work hard and the teaching is good.</li></ul>	

No parents attended the pre-inspection meeting and the number that returned the pre-inspection questionnaire was very small. Where possible, the views of parents were sought during the inspection. The vast majority are supportive of the school. Several indicated how much they appreciated the headteacher's and staff's commitment to developing their knowledge of the community's linguistic, cultural and religious backgrounds. Parents, especially mothers, value highly the provision of family literacy and computer classes.

## **PART B: COMMENTARY**

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

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

- 1 All the children enter the school with little or no English. In the last inspection, progress was satisfactory in the infant years and mainly unsatisfactory in the juniors. Overall attainment was below, and often, well below average. The headteacher and staff have worked hard to improve standards against a background of some instability in staffing. In the two years since the last inspection progress has improved in the juniors. The school met its 1999 targets for English and mathematics. Although the school's overall average score in the national tests for pupils aged eleven continues to be well below average, the proportion of pupils achieving the expected level has risen since 1998. This represents good improvement on the part of the school, especially in English where more than half of the pupils achieved the average level in the most recent tests. Overall, standards at eleven compare favourably with other schools in the area and with the local education authority's targets for pupils who have English as an additional language. Results in science at age eleven fell in the most recent tests but were still significantly better than in 1998. Although boys performed much better than girls in the 1999 tests, the average score for boys and girls over the period 1996-9 is very similar. In the 1999 tests for pupils aged seven the proportion of pupils who achieved the average level or above in reading, writing and mathematics compared well with similar schools. Standards fell in the most recent tests mainly because pupils' prior attainment was lower than usual. The inspection finds that the oldest infant and junior pupils are currently making good overall progress and standards are improving.
  
- 2 Although attainment is low, pupils are making good progress in speaking and listening. Infant pupils have regular opportunities to talk in literacy lessons and particularly in "circle time". They talk willingly and listen carefully to instructions. Although progress in the juniors is also generally good it is more uneven. Pupils are acquiring a good amount of specific subject vocabulary but often falter when attempting to use a range of sentences. Their progress improves when adults help them by providing correct models of spoken English. For example, pupils in Year 6, with guidance, talk well about their reading. Attainment in reading is below average but overall progress is good. Pupils in their final infant year use a reasonable range of strategies to read unfamiliar words and express their likes and dislikes. They are not yet fully confident to read from a wide range of texts. Although progress in the juniors is somewhat uneven the oldest pupils are interested in books and read fluently at appropriate levels of difficulty. High attainers discuss their favourite authors. Generally, pupils try hard to use letter sounds to help them read unfamiliar words but their knowledge of blending sounds needs to improve more quickly. Attainment in writing is below average but good progress is made throughout the school. The oldest infant pupils construct simple sentences that are sequenced logically. They often use capital letters and full stops accurately. By Year 6 pupils organise their writing reasonably well, use descriptive language and choose words imaginatively, for example, when writing different points of view. Information and communications technology is used well to support English throughout the school including the use of the Internet for research. The school's arrangements to raise standards in English, including specific guided reading sessions not as part of the literacy hour, and the use of the "Narrative Method" to improve writing, are beginning to take effect. However, it will take time before their full impact can be thoroughly evaluated.

- 3 Attainment in mathematics is below average but most pupils are making good progress especially in numeracy. In some lessons, more able pupils do not always make the progress of which they are capable. Pupils in Year 2 are progressing satisfactorily in their understanding of numbers and the number system. Throughout the school, pupils are acquiring a satisfactory grasp of number facts but often take too long to make mental calculations. Nevertheless, the good implementation of the numeracy strategy is continuing to help improve pupils' speed of recall and in the most effective teaching the teachers' use of a brisk pace is particularly effective. For example, in a very good lesson in Year 5 pupils made very good progress in their understanding of multiplication and division because the teachers' regular well-focussed questions kept them on their toes. Pupils are steadily learning multiplication tables and regular homework is helping their progress. Teachers' assessments show that when pupils return from their summer holidays they have lost considerable ground and time has to be spent in reinforcing basic skills, knowledge and understanding. Pupils are developing satisfactory understanding of mathematical ideas but find it difficult to explain their work. Pupils in Year 6 are making good progress in number and in a good lesson improved their understanding of equivalent fractions.
- 4 Attainment in science is below average overall but is better in scientific knowledge than in the skills of scientific enquiry, by the end of the junior years. Progress is satisfactory overall but too variable because high attaining pupils are not consistently given demanding work. Progress in lessons is good in Year 5 and Year 6 because teachers' expectations are high. Infant pupils have acquired some basic knowledge such as the names of parts of a plant and the differences between minibeasts and other creatures. They have also undertaken simple investigations and with teachers' help record their findings. Pupils in Year 6 are developing competent understanding of micro-organisms. Discussion with pupils in Year 6 showed they understand some important scientific concepts such as fair testing. Generally they have made good progress in their scientific knowledge, despite some gaps. They lack confidence in how to test ideas and draw conclusions.
- 5 In the last inspection, attainment in information technology was average at age seven and below average at age eleven. Standards have improved. Attainment is average at seven but in a much wider range of knowledge and skills. Attainment at eleven is also average. Pupils learn keyboard skills systematically and soon learn to load and save their work. Information and communications technology is an integral part of their work. Pupils gain in confidence in drafting their work onto the screen and by Year 5 they communicate by e-mail and use word processing packages competently. Pupils in Year 6 make good use of the Internet for research purposes. Good teaching and good resources are key reasons for the improved standards.
- 6 Standards in religious education are average by the end of the infants and juniors and are similar to those in the last inspection. Pupils are acquiring satisfactory knowledge and understanding of religious faiths different from their own including Christianity, Hinduism and Judaism. There was not enough evidence to evaluate standards in design and technology and geography by seven and eleven; nor in art and design and history at the end of the juniors. Infant pupils make satisfactory progress in art and standards are average, as in the last inspection. In history, although standards are below average by the age of seven, progress is good in lessons; there was not enough evidence in the last inspection. Standards in music are broadly average and have improved in the juniors. In the one lesson observed in physical education in Year 2, standards were below average but average in the other infant classes. In

Year 6 standards were average. In the previous inspection standards in physical education were average overall.

- 7 Pupils with special educational needs make good progress towards attaining targets in their individual educational plans. They are supported well in classes and this means that they participate well with their classmates.
- 8 English is an additional language for all pupils but some are allocated additional support from language development teachers. These pupils are making good progress in line with their peers.
- 9 Although standards towards the end of the Foundation Stage are broadly below average pupils make very good progress in personal, social and emotional development and good progress in all other areas of learning. The staff in the nursery work very well as a team to settle children into the daily routines. Communication, language and literacy are given suitable priority in both the nursery and reception year.

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

- 10 Pupils' attitudes to school are good and they behave very well; often their attitudes are very good. Pupils appreciate and respect other people's feelings and beliefs and form very good relationships with each other and adults. Their overall personal development is very good. Pupils say they enjoy coming to school and enjoy the good range of learning opportunities. For example, pupils are very excited about visits such as the annual Year 6 trip to London and a trip to see a Shakespeare play at a local theatre. In a written report of a trip to Blackpool one pupil said 'this was the best day of my life'. Pupils' overall attitudes, values and personal development contribute very well to their achievements and have improved since the last inspection.
- 11 The youngest children enter the nursery with little or no English and many are shy and quiet. With the sensitive help of the nursery staff, including adults who speak the children's home language, children settle well. By the time they reach the reception class their attitudes are generally good; they show interest in activities and usually maintain concentration well. This improvement continues as pupils progress throughout the school. In Year 5 and Year 6 pupils' attitudes were very good in most of the lessons seen. They are keen to do well, are interested in their work and show a pride in their achievements. For example, in a physical education lesson in Year 5 pupils keenly volunteered to demonstrate their floor work to others. Throughout the school pupils' very good enthusiasm for working on computers has a very positive impact on their improving standards in information and communications technology. This enthusiasm is encouraged well by the support staff and the very good resources available.
- 12 Pupils behave very well in and around the school and there have been no permanent or temporary exclusions over the past two years. This is a figure well below average for primary schools. No bullying, or aggressive or racist behaviour was observed during the inspection. Pupils know the school rules well and have an increasingly good awareness of how their behaviour affects others. They have very good manners and show good respect for the feelings and needs of others. The oldest pupils hold doors open not only for adults but also for their fellow pupils. Pupils work and play together very well. Pupils with special educational needs behave well. Class teachers and support teachers work closely together to encourage good behaviour and positive attitudes towards work and school in general.

- 13 Pupils respond well to taking responsibility. Infant pupils carefully return registers to the office and older, junior pupils act as lunchtime helpers, librarians and road safety officers. Older pupils have a genuine, caring attitude towards helping the youngest ones at lunchtimes. Pupils respond eagerly to the extra-curricular activities and the computer club is heavily subscribed. In lessons, they express their feelings well in relation to a range of issues. Pupils in Year 5 expressed such a very moving range of views about how a piece of music made them feel that a member of staff was brought to tears.
- 14 Attendance levels are low and well below the national average. Overall levels have shown a small increase over the past year. The reason for the low level is the number of pupils who take extended family breaks in term-time. Without these absences overall levels are in line with the national average. The school makes good efforts to ensure that the impact of such breaks on pupils' progress is as limited as possible, but pupils inevitably miss important areas of learning during such breaks.
- 15 Very few pupils are late for school and lessons start on time.

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

- 16 The overall quality of teaching is good and in a quarter of lessons it is very good or better. No unsatisfactory teaching was observed. The teaching is better than at the time of the last inspection. Very promising new initiatives include separate lessons on guided reading and the use of a structured scheme, the "Narrative Method", to improve pupils' writing.
- 17 Lessons are usually planned well with objectives clearly identified. Good features in the planning include reference to the needs of pupils with special educational needs, evaluation of the lessons and homework. In science the planning does not consistently indicate how high attaining pupils will be challenged. Literacy and numeracy are taught well and improvements in teaching are helping to raise standards particularly in the juniors. In English and mathematics lessons teachers often give good feedback to pupils on their performance. In general, assessment information is used well to plan pupils' work. For example, in mathematics if teachers recognise that pupils have lost ground during the summer holidays they plan work accordingly. An earlier identification of high attainers in mathematics would help even more to ensure suitable challenge for them is more consistent. Good opportunities are taken to develop literacy and numeracy throughout the curriculum especially in the use of information and communications technology. Throughout the school teachers include regular opportunities for pupils to use their oral English. This begins well in the nursery where, with the help of bilingual staff, children are encouraged to talk and are introduced to new words and phrases. Teachers try to make sure that all pupils participate. In a good lesson in Year 5 the teacher's good use of discussion enabled all pupils to choose appropriate sentences for a story. However, the planning of oral work in mainstream lessons is not as thorough as in other aspects of English. As part of the literacy strategy, letter sounds are taught regularly, but the school has recognised that more structured teaching of the blending of sounds would help pupils to improve more quickly.
- 18 In the vast majority of lessons teachers promote pupils' personal development strongly. They value pupils' efforts, give them regular praise and develop very good relationships. In an excellent lesson in a Year R/1 class the teacher used her voice

well to control, encourage and reward pupils as they developed in confidence when talking about wishes. Teachers use resources well and have created a stimulating environment for learning. A productive use of time is a key feature of the most effective teaching. For example, in a very good science lesson in Year 5 the teacher regularly told pupils how long they had to complete a task and this added pace to their learning. In a very good lesson in information and communications technology, in Year 6, no time was wasted as pupils worked diligently in their use of search engines. There are examples of effective marking of pupils' work but clear advice on how they can improve is not given consistently.

- 19 A significant factor in the quality of teaching is the contribution made by support staff including the bilingual assistants. Strong teamwork begins in the nursery and is sustained throughout the school. Teachers and support staff work hard to ensure pupils grow in confidence as their English improves. Regularly throughout the inspection support staff provided sensitive and purposeful help to pupils. When children enter the nursery, because of their lack of English, they are inevitably often shy and diffident. With bilingual staff's help they settle relatively quickly and their personal, social and emotional development is promoted very well. Provision for the Foundation Stage is well organised and provides children with a good range of activities to promote their progress towards the early learning goals expected at the start of Year 1.
- 20 The quality of teaching for pupils with special educational needs is good and pupils' individual education plans ensure that they receive the support they require in lessons. A minor weakness is that the programme based on letter sounds, used in Year 6 to help pupils improve their spelling and reading, is not used more widely.
- 21 Some of the pupils receive extra support from language development teachers who are funded by a grant for raising the achievement of ethnic minority pupils. Two of the three teachers were observed teaching small groups. The teaching was at least good and well focused on improving the structure of pupils' oral and/or written English. Timed tasks were used well. For example, in one lesson the teacher said "you have two minutes to do this and no longer".

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

- 22 The overall curriculum has improved considerably since the last inspection when it was found to be mainly unsatisfactory for pupils in Key Stage 1 and Key Stage 2. The curriculum is now broad and includes all subjects of the National Curriculum and religious education. It is relevant to the ages, needs and interests of the pupils and is balanced in its allocation of time to different subjects. Although the overall amount of time allocated to science is now suitable, the single science lessons in the infant classes are too long to sustain the interest of the pupils. The curriculum is enhanced by a wide range of extra-curricular activities, including information and communications technology, sporting activities, and visits to places of interest such as the Grange Arts Centre, Styal Mill, Eureka, Halifax and London. In addition musical and theatrical groups perform in the school.
- 23 Good progress has been made in planning and introducing the curriculum for the new Foundation Stage (from the age of three to the end of the reception year) and the new National Curriculum 2000. The positive developments have been underpinned by a strong commitment to raising standards. Medium and short-term plans are well

linked to the whole-school plan and learning objectives are identified clearly. This clear focus on what pupils are to learn has contributed to raising standards, particularly in the core subjects, and has helped to improve progression in pupils' learning throughout the school. Another important and improved feature of the planning is the identifying of assessment opportunities. Generally, pupils' work is well matched to their needs but high attaining pupils are not consistently challenged enough in mathematics and science.

- 24 The introduction and management of the National Literacy Strategy have been given high priority. All teachers have undertaken training in school or locally in conjunction with teachers working in similar schools. This has given the teachers the opportunity to share expertise and to monitor standards effectively. The school has a clear vision of the particular needs of its pupils, has engaged in advantageous collaborations with outside bodies and undertakes very useful small-scale research in the school. A significant proportion of pupils requires support to spell simple words and to construct accurate sentences. To address this issue the school has co-operated with Manchester University to provide a structured programme throughout the school to support the pupils' acquisition of writing skills. (The "Narrative Method") This has a positive effect on pupils' progress in writing. A structured programme to improve pupils' speaking skills is to be introduced into mainstream classes. Also, a group of pupils is being taught reading skills through a structured phonics programme with a view to its introduction into both key stages. The amount of time allocated to literacy is above that of most schools and this helps to raise levels of attainment. Pupils enter school with little or no English and their access to the curriculum would be severely restricted if the school did not prioritise language development. The numeracy strategy has also been implemented successfully and is helping to raise standards.
- 25 The quality of the specific language support is very good and contributes to helping pupils' gain access to the curriculum. Pupils with special educational needs also have suitable access to the curriculum. Their individual education plans are appropriate and often include targets from a range of subjects.
- 26 Literacy and numeracy skills are well linked to other subjects and regular opportunities are provided for pupils to speak and listen. However, the oral work in lessons is not planned as thoroughly as other aspects of English. Numeracy makes a good contribution to science and information and communications technology with pupils using bar charts and diagrams to compare and illustrate their information about themselves.
- 27 Very good links with the community have been developed. The Open College undertakes information and communication technology workshops for parents during the week and over the weekend in the school's information technology suite. The regular provision of Family Literacy workshops for parents is an outstanding feature of the school's work. Very good links are made with the partner schools in the Glodwick Schools Family Group
- 28 The provision for personal, social and health education is very good. "Circle time" and assemblies play an important part in enabling the pupils to consider how their actions, attitudes and beliefs affect the lives of other people, and how they can make positive contributions to the life of the school. The governors of the school, having consulted with the parents, have elected not to teach sex education although pupils' questions are to be answered in a sensitive manner. The health education programme is promoted effectively through the science curriculum.

- 29 At the time of the last inspection homework did not adequately support the curriculum. Homework is now very effective. It is set regularly and monitored systematically by the teachers.
- 30 The provision for pupils' spiritual, moral, social and cultural development continues to improve and is now very good overall. Spiritual development is promoted well. Because the school serves a Muslim community it has been granted determination and therefore does not have to provide worship that is broadly Christian. Spiritual, moral and social values are fostered well in the school's very good assemblies. Short periods in which to reflect are provided for pupils during the assemblies and during lessons. Pupils receive a wide experience of values and beliefs and develop an awareness of different religious festivals. Pupils are encouraged to talk about their feelings and those of others in circle time and assemblies. They also have opportunities to express their wonder, for example, when an African statue is unveiled in an assembly. In an excellent lesson in Year 5 the lighting of a candle helped to create a spiritual mood as pupils expressed their feelings about a piece of music.
- 31 The provision for moral development is very good. Moral values are promoted successfully and contribute to an ethos of respect for one another. Adults consistently promote a clear message of the difference between what is right and what is wrong. Teachers are very effective in the use of reasoned discussion to manage their pupils' behaviour. Very good relationships are a feature of the school with adults and pupils showing care and concern for the well being of the whole community. In assemblies pupils are encouraged to talk about their feelings and friends and how they can support one another. Good opportunities are provided in circle time for pupils to develop moral values.
- 32 Social development is promoted very well. There are many opportunities for the pupils to work co-operatively in classrooms, around the school and on educational visits. The adult models are strong and social skills are consistently encouraged and re-inforced. Valuable opportunities are provided for pupils to undertake responsibilities that contribute to the life of the school, for example, as library monitors, helping the younger pupils at lunchtime and as the school's road safety officers. Pupils have been fully involved in fundraising activities for CATCH and the Mayoral Appeal.
- 33 Provision for cultural education has improved considerably since the previous inspection and is now very good. Awareness and understanding of a range of cultures are promoted well. A very strong feature of the life of the school is the commitment of the headteacher and staff to develop their own understanding of pupils' linguistic, cultural and religious backgrounds. A programme of visits and visitors to enrich the curriculum enables the pupils to appreciate and learn about lifestyles and cultures of different times and places. The pupils gain an understanding of world faiths in religious education lessons and by visits to places of worship, for example, the Jewish Museum in Manchester. Pupils experience a variety of theatrical and musical experiences including a visit to a performance of Macbeth and musical concerts provided by professional musicians who visit the school. The school is very well displayed with artefacts and images that reflect cultural diversity. Captions in Urdu and Bangla in addition to English help to acknowledge the importance of the school community's linguistic diversity.

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



- 34 A very good understanding of the cultural, religious and linguistic backgrounds of the pupils and their families ensures that all staff provide sensitive care for the pupils. The quality of care has been sustained since the previous inspection. The school is secure, very clean and tidy and is welcoming for all pupils especially the youngest. The sensitive, warm, and caring attitudes that permeate the nursery are crucial in helping the youngest children settle into school life and have a significant impact on their progress.
- 35 Measures to promote and monitor good behaviour are very effective. The consistency of approach to behaviour management by all staff contributes significantly to the high standards of pupils' behaviour. The policy strongly emphasises the development of self-esteem and the use of positive praise and reward. This approach works well and helps pupils' behaviour and attitudes improve steadily as they move through the school. Pupils view the approach as fair and respond very well to rewards. Lunchtime assistants, often referred to as "aunties", provide very good supervision. The opportunity for pupils to converse with adults who speak their home languages, and to enjoy meals suitable to their cultural and religious requirements, help lunchtimes to be enjoyable social occasions. The headteacher and deputy headteacher are very well aware of issues relating to oppressive or racist behaviour and have established very secure procedures to deal with any potential incidents.
- 36 Procedures for monitoring and promoting attendance are good. The headteacher is particularly sensitive to the pupils' cultural requirements and has adopted a practical and sensible approach to the issue of extended family visits to countries of origin. Monitoring of each child's absence on such visits and the use of the home school liaison officer ensure the school does all it can to make parents aware of the impact of such absences on their children's education, and also to limit their impact on pupils' work.
- 37 A range of effective assessment procedures have been introduced that are helping the school monitor pupils' attainment and progress over time. Good improvements have been made since the last inspection when assessment was judged to be unsatisfactory. Baseline assessments are now carried out at the beginning and end of the reception year. These assessments are concerned with identifying children's level of development in their social and personal education and in the areas of communication, language and literacy, and mathematics. Pupils' progress is also carefully monitored by the use of the optional national tests in Year 3, Year 4 and Year 5 in addition to the tests at age seven and eleven. Standardisation for work in mathematics, English and science has also been introduced and is carefully matched to National Curriculum levels to ensure consistency in assessment. Assessment information is generally well used to help plan pupils' work and there are good examples of teachers using their knowledge of pupils' progress to inform their next lesson especially in English and to a lesser degree in mathematics. In science, not enough use is made of assessment to ensure high attaining pupils are given demanding work.
- 38 Procedures for assessing children under five continue to be very good. Excellent use is made of information collected during home visits prior to admission. Staff find out about the child's personal and social development and their likes and dislikes and this information is built upon during the nursery year through regular assessments and observations. Useful records are kept of children's response to books and staff maintain a record of their attainment by collecting 'best work' which allows children to celebrate their own achievements and share them with their parents at home.

- 39 Since the last inspection the school has spent considerable time analysing assessment data by age, gender, ethnicity and background of pupils. The results of this analysis are used to inform the curriculum and improve the standards attained. As a consequence of this work the school has begun to evaluate the progress of individual pupils and this has led to the introduction of individual targets in mathematics and English. Procedures for identifying pupils with special educational needs are good. Individual education plans, based on regular assessments of progress, are adapted satisfactorily. Plans are reviewed regularly and new objectives identified as appropriate.
- 40 Child protection procedures are good. The headteacher ensures all staff are aware of issues and follows the local guidelines well. Health and safety procedures are effective. Fire precautions and first aid arrangements are secure.

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

- 41 The headteacher's and staff's very significant efforts to involve the parents and community in the life of the school are having a significant impact on pupils' learning. Partnership with parents has continued to develop since the last inspection. A range of activities encourages parents to support their own and their children's education including excellent provision of adult literacy sessions and computer classes. These are valued highly by parents and the community and are well used, mainly by women. Importantly, the location of the computer facilities in the heart of the school means that pupils see their parents and other adults learning thus encouraging them well in their own learning. Also, teachers have given demonstration lessons in literacy and numeracy. Parents are welcomed into the school at the start and the end of the day. This provides them with direct contact with all school staff and enables pupils, especially the youngest, to settle well in school.
- 42 The headteacher and staff work hard to improve communications with parents. Bilingual staff are used well to help talk to parents and letters are sent in the appropriate home language as well as English. Also, several staff, whose first language is English, are learning Urdu. This includes the school clerk who often is the first point of contact for all visitors, including parents. Nursery staff make home visits for all new pupils and this ensures a very good start to the partnership with parents. The recent visit of the headteacher and school staff to Mirpur in Pakistan and subsequently developed links have helped considerably to develop the schools' relationship with parents and the local community. Importantly, it has also further developed the headteacher's and teachers' awareness of family backgrounds and traditions. Governors, representative of the local community, said how much parents appreciated that staff had visited Pakistan. Newsletters to parents give very good information about the life of the school. Very good efforts are made to consult parents on important issues such as sex education, homework and school uniform. At open evenings parents are able to have a full and open discussion on their children's progress. The information provided is supported well by the annual reports on pupils' progress.
- 43 Every effort is made to ensure that parents whose children have special educational needs have the opportunity to take part in the identification of need and the subsequent provision provided. Parents are kept well informed of their children's progress.

- 44 No parents attended the pre-inspection meeting and only a small percentage returned the pre-inspection questionnaire. However, of those who expressed a view, including parents spoken to during the inspection, the vast majority indicated they are pleased with all aspects of the school.

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

- 45 The headteacher, ably supported by the deputy head provides very effective leadership. The school has improved significantly since the last inspection when leadership was judged to be satisfactory overall. The headteacher and staff have worked hard to raise standards. Although it will take time before the full impact of the school improvement initiatives is felt the signs are that the school should continue to improve. For its efforts, the school was recently awarded the Basic Skills Quality Mark.
- 46 Appropriate priorities were set following the last inspection and the key issues have been addressed. Standards at age eleven have risen in English, mathematics, science and information and communications technology. There have been staffing difficulties which have affected the evenness of progress in the junior years but it is better than two years ago. The headteacher has good awareness of weaknesses in the teaching and good support has been provided for those teachers who need it. All staff have clearly defined roles and subject managers work hard. They have played a significant part in the improvements in planning and monitoring the curriculum.
- 47 Procedures for monitoring and evaluating the teaching and learning are very thorough. The headteacher, deputy head and subject monitors have undertaken lesson observations, and their records of observation and suggested ways forward are very useful. The results of monitoring are discussed by the senior management team and staff, and lead to action plans where needed. Pupils' work in English and mathematics has also been appraised and resulted in the introduction of specific targets for individual pupils' work. The school, with the help of the local education authority, analyses pupils' performance in standardised tests rigorously and is in a good position to track pupils' progress and to compare its performance with other schools. Procedures for monitoring the provision for special educational needs are good. A governor takes an interest in the provision and in the progress of the pupils. The special educational needs co-ordinator provides good leadership.
- 48 The school development plan is a very useful instrument for guiding the school's development. It is based on a review of the previous year's plan and identifies appropriate objectives for raising standards. Several governors resigned following the last inspection and the governing body has not operated with a full complement since then. However, the situation is improving and recently several governors have taken on responsibilities for particular subjects. Governors are supportive of the school and are keen to become more involved. They share the headteacher's vision for raising standards. Governors fulfil their statutory obligations. The control of expenditure is efficient and effective use is made of special grants to raise pupils' achievement. Funding to support information and communications technology has been very well used and has contributed to raising standards. The commitment of funds to improve the staff/pupil ratio has been very efficient because support staff, including those who are bilingual, make a significant contribution to pupils' progress. The school seeks the best value from its expenditure by regularly comparing its performance with other schools.

- 49 The overall accommodation is very good and very suitable for the demands of the curriculum. It is well used. Very good classroom spaces are supplemented well by shared areas. The computer areas are considerable assets and used very well by pupils and the local community. The school is very clean and tidy and in combination with stimulating displays of pupils' work, pictures and artefacts, provides a very stimulating environment for learning. Accommodation for the youngest pupils is very good and includes a very good secure outside area. The grounds are spacious and attractive. Outdoor playground space has been reduced by the extension of the buildings and is inadequate overall for play especially for the older pupils. The drainage in the small playground is poor and makes it unusable in wet weather. The school is well resourced overall.

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

- 50 The governors and headteacher should:
- Improve pupils' spoken English by ensuring it is planned and taught more thoroughly in lessons. (Paragraphs: 2, 3, 17, 26, 70, 75 )
  - Improve pupils' reading and writing by ensuring phonic skills are taught more systematically. (Paragraphs: 2, 17, 20, 25, 72 )
  - Ensure that more able pupils are consistently given demanding work in science and mathematics. (Paragraphs: 4, 17, 37, 81, 84, 86 )
  - Improve the marking of pupils' work by making sure it indicates how they can improve their performance. (Paragraphs: 17, 76, 81, 86 )

### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL FOR INCLUSION IN THE ACTION PLAN**

Shorten the blocks of time allocated to science in infant classes. (Paragraphs: 22, 87)

### **ENGLISH AS AN ADDITIONAL LANGUAGE**

- 51 Three language development teachers and four bilingual support assistants, funded by the Ethnic Minority and Travellers' Achievement Grant (EMTAG) provide support for pupils who are "achieving at a lower level than expected of their cognitive ability". The bilingual support is appropriately provided where the need is greatest, in the nursery and infant classes, and the language teachers focus on the infant and junior years. Pupils' needs are assessed at the beginning of the academic year and reviewed regularly. Junior pupils are either given support in their classes or withdrawn into small groups depending on their language need. The EMTAG teachers, with the headteacher's support, have researched the school's approach to teaching English in order to integrate more fully the requirements of the National Literacy Strategy with the school's "raising achievement through structured English teaching". This has resulted in the introduction of a structured scheme that focuses on narrative writing, known as the "Narrative Method". The EMTAG teachers have provided inservice training for the class teachers and the use of the scheme is now being monitored. During the inspection two lessons in the "Narrative Method", taught by class teachers, were observed. In one of the lessons junior pupils were fully involved, the learning had very good pace and pupils gained from the explicit writing strategies. In the other lesson infant pupils made some progress in sequencing sentences. They responded best when the teacher was teaching the whole class. However, they became bored in the middle part of the lesson because the approach was so prescriptive for such

young pupils. The school will need to ensure that the scheme is taught in a way that is suitable to pupils' ages and fully captures their interests.

- 52 Two of the language teachers were observed teaching small groups. In one of the lessons, Year 5 pupils made very good progress in their use of text to find out specific information and then to write their findings. The teaching was very good, with a clear focus on discussion prior to writing. Pupils worked hard and behaved very well. The teacher's expectations were high. Pupils were made well aware of the lesson's objectives and brisk, timed tasks added pace to their learning. Teaching was also effective in the other lesson. Year 2 pupils made good progress in their use and understanding of instructions and sentence sequencing. The teaching had good pace and variety and sustained pupils' interest. Pupils behaved very well.
- 53 The work of the bilingual assistants was observed regularly. They are fully involved in the nursery and the classes they support and make a very valuable contribution to pupils' English language development. They not only work with specific groups of pupils but also sit alongside them to help them participate in whole class sessions. This is done very sensitively, often by a quiet word in a child's ear.
- 54 The EMTAG support is well managed and is a vital component of the school's drive to raise standards. The language teachers are currently considering how descriptive language can be taught more thoroughly and are also concerned to introduce a phonic scheme that gives more emphasis to the blending of sounds.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	22	41	34	0	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)	28	206
Number of full-time pupils eligible for free school meals	-	122

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	-
Number of pupils on the school's special educational needs register	-	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	220

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	12.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.4
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
	1999	10	12	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	8	8
	Girls	9	12	10
	Total	15	20	18
Percentage of pupils at NC level 2 or above	School	68 (72)	91 (76)	82 (67)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	8	7
	Girls	9	10	8
	Total	15	18	15
Percentage of pupils at NC level 2 or above	School	68 (71)	82 (57)	68 (50)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	8	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	13
	Girls	1	1	3
	Total	10	10	16
Percentage of pupils at NC level 4 or above	School	40 (35)	40 (26)	64 (23)
	National	70 (65)	69 (65)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	10	9
	Girls	5	3	0
	Total	9	13	9
Percentage of pupils at NC level 4 or above	School	35 (36)	50 (36)	35 (36)
	National	68 (65)	69 (65)	75 (71)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	-
Black – other	-
Indian	-
Pakistani	180
Bangladeshi	26
Chinese	-
White	-
Any other minority ethnic group	-

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

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

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

*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)	11.6
Number of pupils per qualified teacher	17.5
Average class size	25.8

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

Total number of education support staff	8
Total aggregate hours worked per week	174

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	14

Total number of education support staff	3
Total aggregate hours worked per week	65

Number of pupils per FTE adult	3.5
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000
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	£
Total income	574,317
Total expenditure	545,855
Expenditure per pupil	2,353
Balance brought forward from previous year	0
Balance carried forward to next year	28,462



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

### **Questionnaire return rate**

Number of questionnaires sent out	234
Number of questionnaires returned	40

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	45	48	5	0	3
Behaviour in the school is good.	65	30	0	3	3
My child gets the right amount of work to do at home.	50	25	10	0	15
The teaching is good.	63	25	8	3	3
I am kept well informed about how my child is getting on.	55	20	18	5	3
I would feel comfortable about approaching the school with questions or a problem.	68	18	0	10	5
The school expects my child to work hard and achieve his or her best.	55	40	0	3	3
The school works closely with parents.	45	33	15	3	5
The school is well led and managed.	55	28	8	8	3
The school is helping my child become mature and responsible.	58	28	10	0	5
The school provides an interesting range of activities outside lessons.	45	30	3	3	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**

- 55 The inspection took place at the beginning of the Autumn term so children in the nursery and reception year were settling into the daily routines. All children have English as an additional language and they enter nursery with very little or no English. Attainment of the oldest pupils in the Foundation Stage is broadly below what is usually expected for this age. However, from such a low starting point in English good overall progress is made because of good teaching and support from all the staff including those who speak the children's home languages. These findings agree with those from the last inspection when provision for under fives was considered to be a strength of the school.

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

- 56 Very good progress is made in personal, social and emotional development and many children are well on their way to attaining the early learning goals by the end of the reception year. In the nursery children are learning to tidy away their equipment after use and as a result are becoming familiar with their environment. In the reception children show good levels of independence by selecting their own tasks. They behave well and relate very well to other children and adults. Most children show an interest in the activities available and are able to sustain their concentration. For example, a nursery child played with the figures from the dolls house and spent a considerable amount of time placing them in different positions. Throughout the Foundation Stage children under five become increasingly confident in a variety of situations. This is particularly noticeable in the outdoor play area where children play ring games, run and shout and explore the space available. The organisation of the Foundation Stage contributes well to children's personal, social and emotional development by providing a range of well planned activities at the start of the day which help children to settle. Parents are encouraged to bring their children into class and to join in with these initial activities. As a result, the majority of children are helped to cope with being parted from their parents. All staff are caring and sensitive to the needs of children under five and excellent use is made of bilingual staff to enable children to feel secure and happy in their new environment. The positive attitudes and care for the children are key features in helping all children to make such very good progress.

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

- 57 The development of children's use and understanding of English is a significant feature of the work in the nursery and reception year. Good progress is made even though by the end of the reception year most children are unlikely to attain all the early learning goals. Very good use is made of bilingual staff to help children understand what is said to them in English and to develop their oral skills. Staff work well together to introduce new vocabulary. All staff make excellent use of their time to develop children's language skills. For example, in the nursery children were introduced to a range of words including 'shiny', 'tickles', 'red' and 'noisy' during a collage activity. In reception the teacher used 'circle time' to provide children with opportunities to practise speaking in sentences. Although children make good progress in their oral English, many in the reception year needs lots of help to speak in sentences and to name everyday objects. During story time nursery children are attentive and make

good contributions in their mother tongue. In physical education lessons reception children respond well to instructions.

- 58 Children are made aware of books and share them with adults as soon as they enter the nursery. They are helped to identify the differences between print and pictures. Reception children are learning to recognise the key features of books such as the author, title and page order. Some children show a good understanding of the story line by making sensible predictions as to what will happen next. All children show an interest in books, and are supported in their learning through stories read in their mother tongue by bilingual assistants. Crucially, they learn that English text is read from left to right. Useful records are kept of children's response to books and there are a wealth of books that range in story and interest content.
- 59 At the earliest stages children are encouraged to write, for example two children painting in the nursery were asked if they would like to write their own names on their work. Daily opportunities are made for children to make attempts at writing. Even the most timid of children can make marks on paper and most do so with an appropriate pencil grip and with good control. The inspection's scrutiny of children's writing at the end of the Foundation Stage indicates good progress has been made. Handwriting is legible and appropriate in size with the correct orientation of letters. Children can write their own names and high attaining children make good attempts at spelling unknown words. Elements of the Literacy Framework are appropriately used in the reception class to develop children's writing, reading and phonic skills and as a result children are beginning to link some sounds and letters.

### **Mathematical development**

- 60 Although children make good progress in their mathematical development attainment by the end of the reception year is likely to be broadly below average. Children in reception have explored measures and can order up to five objects according to their size. They have experienced number patterns and can identify odd and even numbers. All children use counting in a range of activities and develop their mathematical understanding through the use of dominoes and dice games. Some of the high attaining children can add two numbers totalling 15. A minority of children identify simple shapes and are learning how to make repeating patterns. Some children can describe their pattern and can predict which shape will come next.
- 61 In the nursery, staff help children in their mathematical development by introducing a range of activities that enable them to explore number, shape and measurement. For example, children playing in the water are learning that they need to use the smaller bottles to fill the larger ones and during snack time sandwiches are counted and appropriate vocabulary is reinforced. Children's limited language skills in English restrict their progress. Many do not have appropriate mathematical vocabulary and progress relies heavily on the additional support of bilingual assistants.

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

- 62 Children are making good progress towards reaching the early learning goals in this area of learning. They make very good progress in information and communications technology and at the end of their reception year they are meeting the standards expected for their age. All children benefit from using the school's information and communications technology study centre and staff use their assessments of children's attainment to plan appropriate levels of work. Children perform simple operations such as loading a CD, clicking on the icon and opening a program. They

have learnt how to turn a page on the screen and can print their work. Children are confident when using the computer and are able to work with good levels of independence, and support one another when required.

- 63 Scrutiny of children's work and teachers' plans indicate that children have learnt about the differences between themselves and babies in history and have explored their own environment through local walks and visits to places such as the library and museum. Their limited English language skills prevent them from talking confidently about where they live and from using the vocabulary of time. High attaining children in the reception talk about, and identify, features of frogs. For example, 'frogs have long legs for jumping', and all children have an understanding of how a seed grows. Children in the nursery learn about different cultures during snack time when they taste different types of food, and from their imaginative play in the "travel agency". Children in reception talk about their own lives and identify things that make them happy, sad and cross.

### **Physical development**

- 64 Good progress is made in this area of learning and children in the reception year are on course to attain the early learning goals. Nursery children show confidence when using the climbing frame and travel down the slide in different ways. They also manoeuvre tricycles. In reception, children are exploring different ways of moving and are improving the co-ordination of their movements. Children are exposed to a wealth of equipment for developing their motor skills, they use scissors and writing implements displaying an appropriate grip. They manipulate malleable materials and use tools for rolling and printing with growing confidence.

### **Creative development**

- 65 Children are making good progress towards attaining the early learning goals in this area of learning. They are offered a range of creative experiences such as painting, collage, printing and drawing which allow them to explore colour and texture. They join junk materials together and construct simple models from a range of equipment. A very good range of resources is available and used well. Children make good progress in this area of learning. In music children are making good progress towards the early learning goals. Nursery children enjoy exploring the sounds made by untuned percussion instruments and are beginning to join in with unknown songs for example, when singing 'Wheels on the Bus' They enjoy making sounds for the horn and for babies crying. Songs are well chosen to enable all children to copy actions as well as sounds. In reception, children sing to the accompaniment of the piano and are beginning to build up a repertoire of songs. They change the dynamics of a song by singing in quiet and loud voices.
- 66 Teachers' plans are detailed and relate well to the early learning goals to ensure that children make progress in their learning throughout the Foundation Stage. Staff in the nursery and reception year work together very well in their teams and have good knowledge of the needs of children under five. Very good emphasis is given to developing children's English and talk is rightly a strong feature of the provision. Children are managed very well and there is usually good pace in their learning. Staff are well aware of the objectives for children's learning. As a consequence of the good overall teaching all children make good progress, including those with special needs. Staff use a range of methods for recording children's attainment and they monitor progress regularly. The collection of 'Best Work' allows children to celebrate their own achievements and share them with their parents at home.

- 67 The school has continued to develop its provision for children under five. The new co-ordinator has helped to develop the plans for teaching reception children and has identified appropriate areas for development.

## ENGLISH

- 68 Provision for English has improved since the last inspection. On entry to the National Curriculum pupils have a very limited range of vocabulary in English and their listening skills are poor. By the age of seven pupils have made good progress. In the national tests for 1999 although the school's average points score was well below the average for all schools in reading and writing, it was better when compared with similar schools; reading was below average and writing was above average. The unvalidated results for 2000 are slightly below those of 1999 but the trend has been one of improvement over recent years.
- 69 In the 1999 National Curriculum tests for pupils aged eleven the school's average score was very low when compared with all schools and well below average in relation to similar schools. However, the results for the year 2000 show a continuation in the pattern of improvement over recent years in the number of pupils gaining the expected level for pupils aged eleven. There has also been a significant improvement in the proportion of pupils gaining the higher level. The school has exceeded the literacy target agreed between the school and the Local Education Authority for the year 2000. The current pupils are making good progress in lessons; over time their progress has been adversely affected by disruptions beyond the control of the school, such as staffing instability and regression over long and extended holidays. Their attainment is broadly below average.
- 70 Although standards in speaking and listening are well below average by the time the pupils are seven years of age, infant pupils show good progress in lessons. During the literacy hour and other opportunities such as circle time, pupils learn how to express their thoughts and feelings. This was evident in a Reception/Year 1 class when the pupils were encouraged to express their wishes to the "wish box" in circle time. Pupils continue to make progress and, by the age of seven, talk together in English as well as in their own language. They are willing to talk about their work and to take part in group discussions. Pupils make good progress in their listening skills; they listen to, and follow, their teachers' instructions carefully. Good attention is given to pupils acquiring specific subject vocabulary but in general, their progress in speaking English is too uneven as they move through the school. They make good progress when adults provide effective models of spoken language and they are encouraged to rehearse complete sentence responses. Pupils are keen to contribute to class and group discussions and their responses are relevant. For example, in a Year 6 guided reading lesson the pupils referred appropriately to the text when explaining their thoughts about William Shakespeare as the "wandering actor". The provision of a more structured and planned oral and aural programme would enable pupils in the mainstream classes to improve and consolidate their communication skills.
- 71 Although attainment in reading is below average by the age of seven, pupils are making good progress over time and in lessons. Infant pupils read rhymes accurately and use pictures to help them understand words. They are introduced to letter sounds in their literacy lessons and apply these in their reading. They recognise familiar words in books and can say which stories they like. They are not yet fully

confident to read from a range of texts fluently and accurately and need support to locate books and information. Attainment in reading is below average by the age of eleven. Although junior pupils are generally making good progress it is more uneven than in the infants. Nevertheless, pupils heard to read in Year 6 were keen and read fluently in relation to their prior attainment. The high attaining pupils expressed their preferences for authors and discussed characters with interest.

- 72 The school is rightly considering introducing a more structured phonic teaching approach to address the difficulties pupils have in blending letter sounds. To enable teachers to provide more focused reading activities guided reading lessons are undertaken separately from the Literacy Hour. This arrangement also enables the teaching of writing to be given more focus. Although it is too early to evaluate the full impact of this approach on standards, the work seen during the inspection was very effective. For example, in a guided reading lesson in Year 6 pupils' made discernible improvement in their skills of inference, deduction, skimming and scanning when researching information about William Shakespeare. Pupils throughout the school have access to a wide range of texts and the Internet to develop their research skills.
- 73 Attainment in writing is below average at ages seven and eleven but overall progress is good. It speeds up in Year 5 and Year 6. By the end of the infants most pupils are able to construct simple phrases or sentences and many are beginning to write in a sequence of sentences with capital letters and full stops. This was evident in their writing about "Rainbow Fish to the Rescue". In their poems about spiders pupils in Year 2 were beginning to choose their words carefully. A "Narrative Method" lesson in Year 5, designed to address the pupils' difficulties in constructing sentences, illustrated the benefits of the programme with pupils collaborating to construct a sequence of imaginative sentences about "Kiran's Spots". Pupils in Year 6 are beginning to organise their writing better, make use of description and sequence sentences logically. When describing Mrs Phelps' point of view from the book Matilda, more able pupils chose words imaginatively and precisely. When writing about Shakespeare's Theatre the complex sentences pupils constructed were accurately structured into paragraphs. Many pupils, in their summary of the plot of The Secret Garden, wrote sentences with a sound basic structure and an imaginative choice of words. All pupils showed an understanding of research skills in their biography of William Shakespeare, using books and the Internet to inform their writing.
- 74 Pupils' response to their English lessons is good. They behave very well and are well mannered and polite. They are enthusiastic and participate keenly. They listen carefully and value one another's contributions in discussion. They concentrate and work productively. Relationships are good. Pupils and teachers show respect for one another and pupils value the support they receive. The high level of adult support and good quality individual educational plans for pupils with special educational needs enables them to make good progress.
- 75 The quality of teaching is never less than satisfactory and the teaching is good or better in almost a half of lessons. Teachers ensure that pupils know what they are going to be taught and they give good oral feedback that is both positive and critical to ensure that pupils have an understanding of their progress. A weakness in lesson planning is the insufficient attention to the development of oral skills and more structure is required. This would help to speed up the rate of progress. Assessment information is used successfully to ensure that the work meets the range of pupils' prior attainment. Teachers encourage pupils to contribute to class discussions and they structure their questions to enable all pupils to participate and succeed. This was exemplified in a writing lesson in Year 5 when the teacher made sure that all

pupils were included in the discussions and decision-making when choosing the most appropriate sentences to use in the class story. The careful timing of tasks is a feature of the most effective teaching and helps to maintain pupils' motivation. In plenary sessions at the end of lessons teachers usually reinforce pupils' learning and set clear objectives for the next lesson. Teachers and support assistants work very well together to support pupils' learning. Homework is used well and is a positive feature of teachers' planning. Good opportunities are used to develop literacy skills in other subjects, for example in information and communications technology in the use of word processing, e-mail and the Internet.

- 76 Marking is supportive of the pupils' learning, oral feedback is both positive and critical and targets for improvement are agreed with the pupils. However, the written comments in the pupils' books are not sufficiently focussed on how they can improve their work to meet their targets. Procedures for monitoring and evaluating the English curriculum, and teaching and learning, are very good and provide information that is shared with teachers to refine their skills.
- 77 The co-ordinators and headteacher have made very good contributions to leading and managing the subject and to the implementation of the National Literacy Strategy. Teachers regularly plan together and the co-ordinator takes an active role in the planning process. There has been an improvement in the quality of resources since the previous inspection and they are generally sufficient to support the whole curriculum. The library, though rarely used for independent learning during the inspection, is being well developed as a location for independent learning and for cultural displays. Literacy displays throughout the school are of a good quality.

## **MATHEMATICS**

- 78 In the 1999 national tests for pupils aged seven the school's average standard was well below the average for all schools but was average when compared to similar schools. The percentage of pupils attaining the expected level 2 or above was also below average. However, the average score was much better than in 1998. The average standard in the 1999 tests for pupils aged eleven was very low when compared to all schools and well below average when compared to similar schools. The percentage of pupils attaining the expected level 4 or above was also well below average. Boys and girls attained similar levels but no pupil achieved above average levels at seven and very few at eleven. However, standards at eleven have risen since 1997 and this trend has continued in the most recent, as yet, unvalidated national tests. Standards fell in the most recent tests for pupils aged seven. The school assessment data shows this was because the cohort was generally of poorer prior attainment. The current pupils make good progress overall and although standards at age seven and eleven are below average they are better than at the time of the last inspection. The rate of learning has improved largely because of the more thorough monitoring of standards and teaching, improved assessment arrangements, and the good implementation of the National Numeracy Strategy. The school has made good use of help from the local education authority as part of its "Intensive Support Programme". The management of the subject has also improved since the last inspection.
- 79 Attainment in mathematics is low on entry to the school. By the end of the infants pupils have made good progress in their use and understanding of number. Pupils in Year 2 identify odd and even numbers accurately and those who are high attainers know that when two odd numbers are added the sum is an even number. Pupils at

the beginning of Year 3 make good progress in ordering numbers and understanding place value. In general, infant and junior pupils are developing a satisfactory grasp of number facts and multiplication tables but often take too long to recall them during the mental work at the start of lessons and during their subsequent work. Consequently teachers set suitable homework to supplement pupils' school work. This particularly helps pupils in learning multiplication tables and to help their work in ordering and sequencing. Just such a task was handled well in Year 1 when pupils chanted the days of the week and then successfully answered questions about their order. Good pace in the learning helps pupils to complete work more quickly and to improve their speed of mental recall. For example, pupils made very good progress in a Year 5 lesson, when the teacher set time limits for them to finish their work. The use of targets is helping Year 6 pupils to be aware of their progress. Although it is very early in the term their work indicates steady progress in understanding place value and using simple fractions. In a good lesson they improved their skills in calculating equivalent fractions because the teaching had good pace and challenge. Scrutiny of a sample of work from the previous Year 6 pupils shows a good range of work covered in number, shape, space and measures, and data handling. Attainment was broadly below average.

- 80 Pupils and teachers work hard to ensure that learning is as effective as it can be and that progress is generally good. However, the results of teachers' assessments show that during the summer break many pupils lose more ground than is usually seen in most schools. Consequently teachers have to re-teach some basic skills. During discussions and in lessons pupils show that they have average levels of understanding about mathematical ideas but find it difficult to explain their work and the methods they use. The investigation tables in each classroom are a good idea and are providing opportunities for pupils to try a variety of methods but they need still further chances to explain their thinking.
- 81 The overall quality of teaching is good. Teachers base their lessons on careful judgements of how much pupils have learned in the last lesson and, at the beginning of the school year by how much they have remembered after the long summer break. Consequently much of the work meets the pupils' needs. However, those pupils who have the capability of achieving high levels of the National Curriculum are not identified early enough and, with the exception of some of the pupils in Year 4, 5 and 6, are not consistently set work which will make them think hard. Teachers in the upper juniors leave pupils in no doubt about when they will be taught. The phrase 'I'm going to teach you now' has the desired effect. Pupils noticeably sit up, take notice and listen carefully. Teachers throughout the school share objectives for the lessons with the pupils. This is done well and encourages pupils to be involved in their learning. In the most effective lessons teachers check whether pupils have understood their work and whether they need to hear again what has been taught. This approach helps pupils not only to understand their targets but also to see how well they have done in the lesson and what they have to do to improve. The quality of marking in pupils' mathematics books lacks consistency. The inspection's scrutiny of work showed that some of the work completed last year had not been marked and on many occasions the marking gave no indication of what pupils would need to do to achieve better results. This means that pupils do not have any personal responsibility for their own learning beyond the aims of each lesson, and do not have the challenge they need to raise their achievements to higher levels. Pupils have a better idea of what standards they need to attain in those classes in which they are given "target cards". The national numeracy strategy is being implemented effectively and opportunities are taken to develop mathematical skills in other subjects For example, pupils use their



mathematical knowledge when working in science and information and communications technology.

- 82 Pupils in all classes like mathematics. Their teachers plan interesting activities which pupils think are fun. In Year 1 pupils were asked to order finger puppets wearing numbers. In Year 4 pupils showed great interest as they took coins from a bag and added their value. These experiences, outlined in good quality daily plans, are taken from whole school plans which incorporate the National Numeracy Strategy. The co-ordinator and senior teachers monitor these plans, offer advice to teachers and improve the curriculum and teaching based on their observations. Appropriately, the management of the subject is focused on improving pupils' standards and achievement.

## SCIENCE

- 83 In the 1999 national tests for pupils aged eleven the school's average points score was well below the average for all schools and below average when compared with similar schools. However, the proportion of pupils achieving the expected National Curriculum level rose by 30 percent since 1997. Although results are not as good in the latest tests they are still significantly better than in 1997. Standards have improved since the last inspection. The current pupils in Year 6 attain below average standards overall. Standards at the end of the infants are also below average.
- 84 Because the inspection took place at the beginning of the Autumn term work from the previous term was also scrutinised where possible. Infant pupils are making satisfactory progress. Pupils in Year 1 identify the differences between "young" and "adult" animals and are learning to name of parts of the body. In Year 2 pupils name some external features of plants. They have also recorded their work on minibeasts in simple pictures and captions. At the end of Year 1, in the summer term, pupils undertook useful investigation of waterproof materials and with help drew simple conclusions. In lessons, junior pupils make satisfactory progress in Year 3 and Year 4 and better progress in Year 5 and Year 6 because the pace of learning is more brisk. Junior pupils have undertaken investigative work reasonably regularly. For example, pupils in Year 4 tested how to stop ice from melting and in Year 5 pupils investigated what materials would cushion sound best. The experiments usually enable pupils to make predictions and contribute to their understanding of fair testing. However, too often, throughout the school, the challenge in the work tends to be the same for all pupils irrespective of their prior attainment. This results in high attaining pupils not making the progress of which they are capable. By Year 6, pupils are more confident in their scientific knowledge than in their investigative skills. They talk well about plants and the conditions needed for healthy growth. They name different solids and gases and with help explain how to separate mixtures. They have satisfactory knowledge of physical processes, for example, gravitation and magnetic attraction. However, their understanding of forces is weak. Pupils find it difficult to suggest their own ideas about how to test a hypothesis and are uncertain how to chose the best methods to record their observations. Information and communications technology makes a good contribution to work in science. For example, Year 6 pupils have used the computer for their work on plants and last year they searched the Internet to help in their work on animals.
- 85 Pupils' attitudes to the subject are mainly good and usually they behave very well. They respond well to teachers' questions. They work well together when required.

- 86 The quality of teaching is satisfactory overall but is at least good in Year 5 and Year 6. Lessons are well structured and learning objectives are identified clearly. A good feature of teacher's planning is the reference to the needs of pupils with special educational needs. However, there is little comparable indication of how high attaining pupils will be stretched. In the most effective teaching questions are well focused, good use is made of scientific terminology and the pace of learning is brisk. In an effective lesson in Year 5 the teacher put time limits on pupils' tasks, for example in making a prediction, and this contributed to pupils improving their knowledge of materials and their properties. In a good lesson in Year 6 the teacher regularly asked appropriate questions throughout the lesson thus ensuring that pupils thoroughly understood how they were going to test what micro-organisms need to grow. Teachers are conscious of the need to support pupils' use of English wherever possible. A good example is the use of a structured format for pupils' written recording. However, marking is often perfunctory and rarely suggests how pupils might improve.
- 87 Because of the school's main priorities to raise standards especially in English, mathematics and information and communications technology, science has received less attention recently. The science co-ordinator has also been absent. However, following the last inspection more time was allocated to the subject and the monitoring of planning improved. Although the overall time for science is suitable the blocks of time allocated to individual lessons in the infants are too long. Consequently teachers find it difficult to sustain pupils' interest.

## **ART AND DESIGN, AND DESIGN AND TECHNOLOGY**

- 88 Only one lesson was observed in art and design and none in design and technology. A scrutiny was made of pupils' work including any available from the previous school year. However, there was not enough work to evaluate attainment in art and design by the age of eleven, and in design and technology throughout the school. Attainment at the end of the infants is average in art and design. In general, pupils achieve satisfactorily but there are some good examples of work throughout the school. These standards are similar to those at the time of the last inspection.
- 89 Infant pupils undertake a suitable range of work. They experiment with different media and techniques including printing, collage, painting and drawing. Pupils in Year 1 studied each other closely to help them draw portraits. Their use of paint and charcoal was inspired by the teacher's good use of pictures by Rembrandt and Modigliani. Year 2 pupils have used colour well in their drawing of food and their printing to achieve different textures. Some of the work of Year 4 pupils is good. In well-drawn portraits shading has been used effectively to highlight form. Pastels have been used expressively to help express different moods. Pupils have also planned their designs for making sock puppets and pop up books and undertaken some evaluation of their efforts. In Year 5 the work of famous artists is very well displayed to stimulate pupils' interest and extend their knowledge. Work on families of colour is good and effective collage shows pupils' good attempts to express "anger" and "calm". In Year 6 good use has been made of sketchbooks for sketching body movements. Pencil portraits are good. There is only a small amount of observational drawing and three-dimensional work throughout the school.
- 90 In the one lesson observed, teaching was good. The teacher made good use of visual resources to develop Year 1 pupils' understanding of artists' techniques.

Relationships were very good and pupils were attentive. The class assistant also gave them good support.

- 91 Developments in the subjects have inevitably been overshadowed by the school's priorities to deal with its serious weaknesses.

## **GEOGRAPHY AND HISTORY**

- 92 Only one lesson was observed in geography and there was not enough work available to enable overall attainment to be evaluated by ages seven and eleven. In the work seen standards were average. In history only one lesson was observed in each of the key stages. A scrutiny of infant pupils' work and interviews with them indicate that whilst progress is satisfactory attainment by the age of seven is below average. There was no work available for scrutiny from previous Year 6 pupils and only a small amount in the current Year 6. Consequently it is not possible to make an overall judgement about standards by the age of eleven.
- 93 In geography infant pupils are learning to understand and draw simple maps, including maps of journeys in the local area. They are also developing their knowledge and understanding of different settlements such as villages, towns and cities. Junior pupils have studied Glodwick and identified its features on a map. Junior pupils' work shows satisfactory understanding of map keys. In the only lesson observed, Year 5 pupils improved their knowledge of Europe when they used a range of atlases to locate different countries. Year 6 pupils locate Pakistan on a map of the world and identify some of its geographical features accurately. In history infant pupils are beginning to sequence events and describe the evolution of lighting in homes from torches to electric lights. They talk generally about their immediate family tree. Some pupils recall the significant facts in the life of Grace Darling. Pupils in Year 4 explain and suggest reasons for people moving home such as war and famine. They also discuss the consequences of invasion. Pupils in Year 6 have a good recall of their study of the Tudors during the previous year. They differentiate between the lives of the rich and poor in terms of travel and their respective living conditions. They recall details about Tudor kings, for example, Henry VII raising the crown to his head on the field of Bosworth, Henry VIII's wives and Holbein's commission to paint the portrait of Ann of Cleves.
- 94 Pupils enjoy their geography and history lessons and they listen well to their teachers. They are keen to offer their opinions based on the facts they have heard. They work well together.
- 95 The quality of teaching in the geography lesson was good. The teacher's explanations were clear and there was good pace in the learning. Pupils improved their geographical knowledge and understanding. In the two history lessons the teaching was satisfactory. Teachers plan well and consolidate previous learning well. They use appropriate questions to assess the pupils' knowledge and understanding. This was evident in Year 4 when the pupils were discussing the Roman Invasion.
- 96 The co-ordinators for the subjects are recent appointments. They have reviewed the curriculum in the light of the new orders and the needs of the pupils to provide suitable schemes of work. They monitor the planning effectively, have identified areas for development and have incorporated them in a suitable action plan.

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

- 97 The school has made a significant improvement in many areas of the provision for information and communication technology. At the time of the last inspection attainment was average at age seven and below average at age eleven. The current inspection finds that attainment is average at the end of the infants and juniors across a wider range of aspects. This is the result of better teaching, plenty of very good quality resources and dedicated service from a learning support assistant. The school's work reaches further than its pupils and many members of the local community benefit from its resources and facilities.
- 98 At the heart of the school's success in this subject are the structured programme of teaching and support and the well-equipped study centres. Pupils in all year groups have access to computers of satisfactory quality in their classrooms. A marked success is the way in which teachers plan the use of information and communication technology as an integral part of pupils' work. Because pupils are taught keyboard skills and how to load and save their work as soon as possible, they look upon computers as a natural tool for learning. In a Year R/Year1 class pupils in small groups were taught by the class teacher and support assistant how to use the shift key to form a capital letter. Pupils learned well in this lesson and showed that they knew the parts that make up a computer and the space bar. In Year 1 low attaining pupils moved to the computer to record their numbers in a mathematics lesson without asking the teacher and without needing to be told how to manage their system. Pupils who experience special educational needs make good progress in this aspect of the learning. They know how to find the program they wish to use, choose from a menu and set about their work.
- 99 Many pupils are confident when drafting their work directly onto a computer screen. They pick up work from their file, use the edit keys and mouse and save their work when finished. Work is displayed which shows that pupils use compact disks to gather information and cut and paste pictures into their work. Infant pupils also use a paint program to show what they would choose to take in a picnic basket. These are of good quality and show good control of the computer mouse. Although pupils throughout the school take time when using the keyboard, they improve their speed and by the time pupils reach Year 4 they use the 'save as' feature when saving their work. In a lesson on this aspect the teacher's secure subject knowledge helped to provide a clear explanation of the lesson's objective and by the end of the lesson all pupils had achieved their target. By the time pupils are in Year 5 they communicate regularly by e-mail, for instance, with a school in Florida. They use word processing packages with ease and know how to use tab keys and other editing features to present their work well. Pupils in Year 6 use the Internet with skill and confidence to research the biographies of famous people. Footballers, singers and scientists are the subjects of their work and pupils understand how to use search engines and which are the most appropriate to use when looking for biographical details. In discussions pupils talk of working together to solve problems on computers and about moving a small robot around a course. They are less sure when it comes to the higher level skills; however, the plans the subject co-ordinator has are sensible and will challenge the high attaining pupils.
- 100 The quality of teaching is at least satisfactory and often good. Teachers plan their lessons skilfully and this helps pupils gain confidence when working with computers. A significantly positive feature of the school's provision is the work of the learning support assistant who works in the school's study centres. The records and plans for the study areas are of very good quality and the enthusiasm and knowledge displayed

provide an extremely useful support to the school. Teachers' knowledge of the subject has improved since the last inspection. The school is host to community groups and parents who wish to learn how to use computers, during the school day and at weekends. The school and co-ordinator have managed this and other improvements well and the school looks well placed to make the planned advances.

## MUSIC

- 101 At the end of the infants and juniors standards are broadly average. They have improved in the juniors since the last inspection when they were unsatisfactory.
- 102 The appointment of a new co-ordinator has had a significant effect upon the standards of teaching music. A detailed audit has been conducted and as a result demonstration lessons have been provided. There are clear plans for the development of the subject, for example, the introduction of a scheme of work to the non-specialists. Staff are more confident in their teaching of music and display enthusiasm and interest.
- 103 Infant pupils make good progress. Pupils in Year 2 use their voice to respond to pitch and are beginning to understand how sounds are organised. Pupils use chime bars to copy simple patterns and make distinctions between high and low notes. They are learning that sounds can be represented with symbols by following simple three note recorded patterns. Pupils in Year 1 make good use of their voices when singing to the accompaniment of the piano. They name and play untuned percussion instruments and perform simple accompaniments maintaining a steady pulse. Pupils are building a repertoire of songs and are learning new songs that provide more challenge.
- 104 Junior pupils make satisfactory progress. They have an awareness of how different parts of a song fit together and the need to achieve an overall effect. For example, pupils in Year 3 and Year 4 change the dynamics of their voices to emphasise the meaning of a song, they sing quietly, gradually building up their voices to reflect the wind blowing and the leaves falling. Pupils sing in unison and with expression to the accompaniment of a range of musical instruments. Pupils in Year 5 and Year 6 explore the uses of instruments to represent the wind gently rustling. Some pupils in Year 6 are learning to play the tabla and the school is looking to extend this provision by holding workshops for parents.
- 105 Scrutiny of teachers plans indicate that children undertake a range of activities for developing their skills in analysing and comparing sounds, responding to music, including live performances. Pupils also have opportunities to compose their own music. Children in both key stages use structured programmes to develop and extend their skills of listening to and appraising various types of music themes for example, sea and thunder, fables and space.
- 106 Pupils respond well in music lessons, most are confident performers and enjoy performing in front of others. They willingly participate in singing diligently practise new tunes. When pupils response is not as good they have difficulty sustaining sufficient concentration and as a result do not meet the learning objectives for the lesson.
- 107 Teaching is generally satisfactory. In Year 2 lessons are well planned and effectively resourced. A good feature of the teaching is the good use of appropriate subject

vocabulary, by introducing and using relevant language. However this approach is not consistent throughout the school and as a result pupils do not consistently use and develop their understanding of musical terms. In the infants teachers are not fully secure about their own singing skills and as a result pupils in Year 1 are not provided with sufficient support when learning new songs.

- 108 Pupils currently sing in large groups and not enough opportunities are provided for them to play musical instruments. Also, high attaining pupils are not sufficiently challenged.
- 109 Resources for music are good. There is a wide range of tuned and untuned instruments and a wealth of music which is well used in assemblies and in other subjects, for example, to create an appropriate reflective atmosphere in religious education.

## **PHYSICAL EDUCATION**

- 110 In the one lesson observed in Year 2 attainment was below average. No lessons were observed in Year 3 so it was not possible to ascertain what standards have been attained by the time pupils leave the infants. The supply teacher in Year 2 started at the beginning of the inspection week and appropriately was spending time establishing good behaviour in a class that has experienced an unsettled time. Standards at the end of the juniors are average. Progress in lessons is usually good.
- 111 In the most effective infant lesson pupils were helped to understand the need to warm up their muscles before the main activity began. They were also given very clear instructions, with the help of the bilingual assistant. In addition, the teachers' very positive use of demonstration helped pupils to make very good progress in balancing and bouncing. In most of the lessons throughout the school teachers rightly point out to pupils the need to dress correctly and generally take great care on health and safety issues. By the time they are eleven, pupils work hard and they approach team games with enthusiasm and average levels of skills. They control a basketball well enough to move around a line of cones and know how to avoid opponents when challenged. When playing a game they pass effectively to each other although some girls are unwilling to tackle other girls and boys. They defend the ball well and attack the net. In this lesson the teacher's good subject knowledge meant that pupils were instructed clearly and skills were taught thoroughly.
- 112 Most lessons are well planned with a clear structure. Teachers make sure that pupils cool down before they return to their classrooms. In most lessons teachers manage pupils well and this ensures that lessons run smoothly and that pupils behave and concentrate well. For example, in a good lesson in Year 5 the teacher used her voice to very good effect to call pupils to attention. By dropping the volume of her voice pupils listened more carefully and were very attentive. This very good method ensured that the lesson was quiet, safe and pupils worked hard to please their teacher.
- 113 The school and co-ordinator have made good progress in providing pupils with a good range of curriculum experiences including regular use of a local adventurous activities centre. Good extra-curricular activities and links with other local schools mean that pupils have access to a useful range of sports. The co-ordinator is redesigning the school's assessment and record keeping and is making good progress. The use of

“Top Sport” to support teachers’ subject knowledge is a good method of keeping teachers up to date.

## RELIGIOUS EDUCATION

- 114 At the end of the infants and juniors pupils’ attainment is average. These findings are the same as those of the last inspection.
- 115 At the end of the infants pupils have learnt about some aspects of Christianity and Islam. They know some stories from the Bible and can recall the key features. Pupils in Year 1 retell the story of Noah’s Ark and pupils in Year 2 learn about Jesus as a healer. Children learn about celebrations and the importance of gifts at special times such as Eid and Christmas. Pupils also explore places of worship in the Muslim and Christian Faiths. In Year 2 pupils learn about customs of wearing special clothing for religious occasions.
- 116 At the end of the juniors pupils have been provided with opportunities to explore and reflect on different beliefs. They know some of the traditions of Christianity and Hinduism and are secure in their knowledge of Islam. In Year 6 pupils learn about Judaism and can relate this to their previous learning. For example, pupils know that both Islam and Judaism have similar prophets in Moses and Abraham. In an excellent lesson in Year 5 pupils developed their spiritual awareness by listening to well chosen pieces of music to express their feelings.
- 117 The school follows the Locally Agreed Syllabus and provides a wide range of religious education. Topics covered are well planned throughout the school providing guidance on what pupils are expected to learn. The planning for religious education is closely linked to the personal and social education programme and the school has introduced a ‘content centred approach’ to its teaching. One of the key strengths of this approach is the use of ‘circle time which helps children to listen to the contributions made by others whilst providing them with opportunities to respond appropriately. This approach was effective in Year 1 and Year 5 where the creation of a quiet, calm and reflective atmosphere was enhanced by the lighting of a candle.
- 118 The quality of teaching is good and there are examples of very good or better teaching. Teachers encourage pupils to participate and value their contributions through praise. This was particularly noticeable in Year 5 where, as a result of encouragement, pupils couldn’t wait to feedback their work. In all lessons pupils benefit from being actively involved in their learning. In Year 1 pupils used finger puppets to re-enact the story of Noah, and the youngest made a friendship tree. Very good use is made of bilingual staff to support pupils in their understanding by translating or by providing individual support when required. Resources are used very well to enhance pupils’ learning. Teachers use questions carefully and sensitively for example, when talking about the customs of cleanliness in Year 2.
- 119 Pupils’ attitudes to religious education are good. They express their feelings and willingly share their ideas. They respond well to moments of reflection and listen quietly and attentively to others.
- 120 The subject is well managed. The co-ordinator monitors the work by observing lessons and working with children. As a result demonstration lessons and inservice training for staff have been provided. The visit to Mirpur has enhanced the

headteacher's and teachers' knowledge and awareness of pupils' cultural and religious heritages.