

INSPECTION REPORT

Field Lane Nursery, Infant and Junior School

Batley, West Yorkshire

LEA area: Kirklees

Unique reference number: 107637

Headteacher: Mrs C Metcalfe

Reporting inspector: Mr J Palk
23630

Dates of inspection: 13th – 16th November 2000

Inspection number: 225352

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Albion Street
Batley
West Yorkshire

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Appropriate authority: Kirklees

Name of chair of governors: Mr D Garfield

Date of previous inspection: 9th February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr J Palk 23630	Registered inspector	Science Information and communication technology Physical education Art and design English as an additional language Foundation stage	The school's results and achievements Teaching and learning Leadership and management
Mr T Heavey (19342)	Lay inspector		Pupils attitudes, values and personal development Pupils welfare, health and safety Partnership with parents and carers
Ms M Mann (23276)	Team inspector	Mathematics Religious education Design and technology Geography Music Equality of opportunity	Quality and range of learning opportunities
Ms G Carter (1211)	Team inspector	English History Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Field Lane is a small infant and junior school with 163 pupils on roll. There is also a part-time nursery for a further 26 children. The school serves a largely Muslim community and almost all pupils are learning English as an additional language. The main community languages are Gujerati, Punjabi and Urdu. The area is one of the more economically deprived areas of Batley. Twenty-seven per cent of pupils are entitled to free school meals which is well above average. Five pupils have statements for their specific needs which is above average, whilst an average proportion are on the register of special educational needs. The attainment of children on entry to the nursery is well below what is usually expected for their age. Thirty-two of the children were under-five. The pupils who join the school during the year have little or no understanding of English.

The seven classes are taught English, mathematics and science for the most part in year groups and there is some mixed-age group teaching in the afternoons of other subjects.

HOW GOOD THE SCHOOL IS

This is a very good school which is dealing effectively with the needs of all its pupils. The curriculum is very well designed to meet the needs of large numbers of pupils with English as an additional language. Pupils make good progress and achieve well, particularly in English. The headteacher shows excellent leadership and the school is an exciting place in which to learn. Pupils are very well supported by a committed team of adults who have high expectations of the pupils. Teaching is consistently good throughout the school with a significant proportion that is very good. Pupils behave well and are keen to learn. The school offers very good value for money.

What the school does well

- The teaching of English as an additional language is very good and as a result pupils make progress in other subjects.
- Standards achieved by pupils in literacy and numeracy are rising quickly.
- The teaching is sometimes very good, ensuring that pupils learn effectively.
- The very good attitude and behaviour of pupils ensures that they get on and learn well together.
- There is excellent leadership and the school is always looking for ways to be even better.
- The curriculum meets the needs of all the pupils and literacy skills are well emphasised in all lessons.
- Pupils and staff are valued and respect each other.
- The displays and resources reflect the high expectations of the school.

What could be improved

- Teachers' planning in science to develop pupils' enquiry and investigative skills.
- Information about the curriculum and how to help at home is not easily accessible to parents.
- Attendance rates are still unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in February 1998 found the school to have serious weaknesses in the standards achieved by pupils and the quality of the curriculum. Since then the school has made very good improvement. The results achieved by pupils in the national tests at the age of eleven have risen each year. The teaching is much better and is more sharply focused on meeting the English language needs of the pupils in all subjects. As a consequence, the rate of learning is good. The teaching and quality of the curriculum for children under five are very much better and helps to build a firm foundation for learning in later years. The progress pupils are making in understanding and using English is regularly checked and decisive action is taken to help them get better. Pupils' achievements are valued and they are much

more positive about school. The responsibilities for monitoring and evaluating school development are shared very effectively between staff and governors. The school has the expertise to improve further.

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
	1998	1999	2000	2000
English	D	D	C	A
mathematics	E	D	E	C
science	D	E	E	C

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

These results reflect the very significant improvement in English test scores over the last four years. There is also an upward trend in mathematics and science performance. This is not fully reflected in the table as the proportions of pupils achieving higher levels in the tests is well below the national average. Whilst pupils are more fluent in understanding and using English, their ability to express their ideas in English is still below average by the age of eleven.

Most children start school unable to understand and communicate in English. They make good progress in communication, language and literacy and mathematics and by the age of seven many have begun to speak, read and write in English. Seven-year-old pupils do better in national reading tests than pupils from similar schools and do as well in writing and mathematics.

Inspection findings show that by the age of eleven pupils are reaching average standards in English, mathematics and scientific knowledge. Pupils' scientific reasoning and their creative use of English language are still below average, despite good teaching.

All pupils make good progress through the school and there is no significant difference in the achievements of pupils from different backgrounds or of different abilities. In the year 2000 English targets were reached, but not those in mathematics. The school has increased their targets for 2001. These are lower than most schools but are sufficiently challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Are very good. Pupils are keen to succeed, interested in what they do and proud of their achievements.
Behaviour, in and out of classrooms	Is very good in lessons and at playtimes. Their very good behaviour makes a very good contribution to raising academic standards and relationships within the school.
Personal development and relationships	Is good overall. Pupils are tolerant of each other and relationships with staff are very good. The school is a happy and harmonious community.
Attendance	Is still unsatisfactory. Unauthorised absence is high. Parents are not clear about their responsibilities in this matter.

Families sometimes return to India or Pakistan to visit families during term time. The school is making efforts to encourage parents to take extended breaks in the summer. Whilst the teachers and support staff make every effort to help pupils catch up on their return, prolonged absence does have an effect on their attainment.

TEACHING AND LEARNING

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

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

Overall the teaching in the school is good. In 75 per cent of lessons, the teaching is good or very good. All the teaching is at least satisfactory. A particularly strong feature is the consistent quality between year groups and this is ensuring that pupils retain and build upon what they have learned. Teachers in the nursery and reception classes are very knowledgeable about the needs of young children and prepare interesting and stimulating activities.

The best teaching holds the attention of pupils from the very beginning. The pupils are clear about what they are doing and why they are doing it. The teachers' enthusiasm is infectious and they bring in interesting resources to support their lessons. They pay particular attention to the vocabulary that will be needed in each lesson. No time is wasted and the management of behaviour appears effortless. The additional teachers and support staff are very well organised and pupils are confident that they will get the help they need.

Literacy and numeracy are taught well throughout the school with a substantial proportion of very good teaching in Key Stage 2. Teachers are very clear about what pupils need to achieve next and help pupils to understand what they have to do to improve further. Whilst the demands of teaching English are great, all staff contribute to supporting pupils' needs and consequently pupils get through a substantial amount of work in all subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Is very good. Literacy is central to the curriculum which is made richer by numerous visits and visitors.
Provision for pupils with special educational needs	Is very good. The individual education plans are clear and assessments are regular. Parents are kept well informed of their child's progress.
Provision for pupils with English as an additional language	Is very good. Plenty of good quality support. Regular and updated programmes of work. Very good methods for checking how pupils are improving.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Is very good. Plenty of opportunity for reflection and for pupils to develop as individuals. Pupils are encouraged to learn about and accept each others' views. Teachers successfully encourage them to work together and make their own decisions.
How well the school cares for its pupils	Very good. Teachers know the pupils very well. Their progress is very well monitored. Their achievements are celebrated.

The new initiatives such as the literacy workshops and the lending library are helping strengthen links with parents. A lack of information in Gujarati or Punjabi means that some parents cannot fully support their children's learning through things such as homework. Strong links with the community benefit the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. There is a very clear vision to improve the quality of education for all children and this has been successfully passed on to all that work in the school.
How well the governors fulfil their responsibilities	Satisfactory. Governors keep themselves well informed and are active in managing the budget.
The school's evaluation of its performance	Very good at analysing strengths and weaknesses of the school and in using data to decide what needs to be done next. The monitoring of teaching and standards and the evaluation of action taken are extremely effective.
The strategic use of resources	Very good indeed.

Staffing levels are adequate given the very high proportions of pupils with English as an additional language. Staff are very well deployed to give the very best support to pupils. There is very good representation of the ethnic backgrounds of pupils amongst the support staff. Resources are very good for nearly all subjects. The quality of the displays celebrates pupils' enjoyment in learning. The school is very good at evaluating how it can improve its overall effectiveness and give best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> the way individuals are valued and cared for the very good behaviour of pupils the hard work of the teachers and the headteacher the better quality of education provided at the school. 	<ul style="list-style-type: none"> some feel that there is not enough homework some want more information about what is going on in school some are concerned that the absence by some families reflected badly on the school.

Only a small number of parents attended the parents' meeting but their views were shared by the larger number who returned the parents' questionnaire. The inspection team agrees with the strengths identified by the parents. The school provides plenty of good quality information but not in the first language of most parents. The work that pupils are expected to do at home is sufficient. The action taken by the school is beginning to have some effect on attendance rates which are improving.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. All but a few children enter the school unable to speak English and it is a significant achievement that the majority learns to read, write and speak in English effectively. By the age of eleven standards in English are average overall. Most pupils reach an average standard in reading. The majority of pupils who go through the school reach average standards in writing, speaking and listening. For a small but significant proportion of pupils standards are below average in writing and speaking. These pupils have only recently arrived from India or Pakistan and do not understand English, whilst others have special educational needs.
2. National Curriculum tests for 2000 show that eleven-year-old pupils achieve better in English than similar schools¹. Pupils perform as well in mathematics and science tests. Pupils' performance in the tests over the last four years has improved substantially and is above the national trend in all subjects. This reflects the success of the school's strategies to raise the achievements of all pupils. The school has set sufficiently challenging targets for 2001. They reflect the pupils' individual strengths in using English language and mathematics and the good progress they are making since taking the tests for seven-year-olds.
3. The vast majority start school with communication, language and literacy skills in English that are well below average. Their attainment in areas of learning for young children relating to mathematics, personal and social skills, knowledge and understanding of the world and creative development are also well below average. Most pupils make good progress in learning English, understanding mathematical language and personal and social skills, as a result of good and very good teaching. By the end of the foundation stage, most are learning effectively although standards are still below average. In particular using and understanding English is weak and this affects their abilities in writing and explaining their ideas.
4. Pupils continue to make good progress in developing skills and acquiring knowledge through Key Stage 1. They reach reasonable standards in reading by the age of seven but standards are still below average in speaking and listening, and writing. Most pupils reach average standards in using and understanding numbers. Scientific knowledge and understanding is below average although pupils have made good progress since the end of the foundation stage. Pupils' performances in tests and assessments for seven-year-olds are average when compared to those of pupils in similar schools. Compared with all school, pupils are making the best progress in mathematics. Pupils' lack of English is the main reason for well below national average attainment in writing and reading tests.
5. Good teaching ensures that as pupils learn to understand and use English language their progress in other subjects is good and sometimes very good. Inspection found that by the age of eleven pupils reach average standards in mathematics and scientific knowledge. The achievements of pupils were a matter of serious concern at the last inspection two and half years ago. Since then much of the action taken by the newly appointed headteacher to improve the quality of teaching and learning has

¹ A similar school refers to the percentage of pupils entitled to free school meals. It does not take into account the proportion of pupils for whom English is an additional language which is very high.

come to fruition and standards have risen quickly.

6. The performance of pupils from entry to the school through to Year 6 is carefully monitored and data shows that there is little difference in the attainment of boys or girls. There is also little difference in the attainment of Gujerati and Punjabi speaking pupils, who are the main ethnic groups in the school. Boys have achieved particularly well in reading as a result of more suitable books and also with the tighter timescale of the literacy hour. The use of booster classes to teach pupils how to deal with questions in test papers, particularly in mathematics and science, has helped both boys and girls.
7. Pupils with special educational need make good progress towards the targets set for them although they do not attain average standards in English or mathematics. The goals set in individual education plans (IEPs) are measurable, realistic and regularly reviewed. Support staff manage their time very well and pupils benefit from short periods of help whenever staff are free to help them, as well as from specific lessons in the week. All staff have a clear understanding of what pupils' targets are and work towards them in a very concentrated way. These strategies ensure that pupils make good progress.
8. Despite the very good progress made in learning English as an additional language, pupils' abilities to reason scientifically and to write creatively are below average at the age of eleven. Pupils consolidate their use of English during Years 1, 2 and 3 and go on to learn very quickly in Years 4, 5 and 6. As a result, pupils are meeting expectations in other subjects, except music, by the age of eleven.

Pupils' attitudes, values and personal development

9. Pupils have very good attitudes to school. Behaviour and relationships throughout the school are very good, and the good level of personal development is shown in pupils' increased sense of responsibility as they move through the school. These very high standards are an improvement on those noted at the last inspection.
10. Parents responding to the questionnaire are almost unanimous in declaring that their children like coming to school. Pupils' very positive attitudes to school are evident in the children's eagerness to enter the school in the morning, and in their smiling faces as they make their way through the school day. In spite of some early language difficulties children quickly settle into school life, readily following instructions and persevering in tasks. There is an initial reluctance to work independently but by Year 3 pupils apply themselves with energy and commitment, resulting in good progress through the curriculum.
11. Pupils' behaviour is very good. They are very polite both with one another, and with adults in the school. There are no signs of aggressive or oppressive behaviour and no history of exclusions in the school. Such high standards of behaviour make a very good contribution to the raising of academic standards, by promoting an atmosphere of co-operation and wellbeing. There is an atmosphere of mutual trust and respect between pupils and staff and this helps build pupils' self-esteem. Adults in the school act as exemplary role models through their commitment, their teamwork and their warmth.
12. Personal development is good throughout the school. Pupils enter school reluctant to work together. Teachers actively encourage them to co-operate, to make decisions

for themselves and work with each other. As pupils develop their confidence in English they respond well to responsibility and are increasingly self-reliant in lessons. Pupils respect each other and understand that other people have different views and beliefs. They play well together and the school operates as a harmonious community.

13. Attendance rates were well below national averages at the last inspection. Attendance has shown a steady improvement, year on year since then, but is still well below average. This is a matter of concern as a break in the children's education disrupts their learning and can affect their progress. The school is alert to this problem and provides extra support when the children return. There are two reasons for the excessive unauthorised absences. The first is a much higher than average demand for extended term-time holidays so that families can visit relatives in India and Pakistan. The second reason lies in the difficulty in communicating what constitutes an unacceptable absence when the parents themselves have a very limited knowledge of English. In consequence, the school's strenuous efforts to promote attendance, have only had a limited impact.
14. Pupils generally arrive punctually at both morning and afternoon sessions. The registration process is properly conducted, and there is little time lost between activities.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching is good overall. There is no unsatisfactory teaching and seventy-five per cent of the teaching was good or very good. Throughout the school there are teachers who teach very well and in thirty per cent of lessons the teaching was very good. Much of this is in Key Stage 2 where the teaching of literacy and numeracy is often very good.
16. Teaching is good and sometimes very good in the foundation stage. Children have very good access to all areas of learning which are well resourced. The children are encouraged to make decisions about where to work and sufficient adults are around to offer support, join in the activities or direct the learning. There is a constant focus on teaching English, with teachers and helpers extending discussion at the different areas. Children are encouraged to co-operate and learn together. For example, the children made picnic bags together to take on their imaginary train journey. The use of bilingual support staff is particularly effective and the adults will slip into heritage language to raise the level of discussion, for example as children work in the water tray. The classrooms are attractive and there is plenty of choice for children to make. Teachers organise the outdoor play area very well. The good range of vehicles, toys and building structures encourage exploration and help to build personal confidence. Support staff are fully involved in the weekly planning for each activity area but there is not a system for reminding support staff of the goals to be achieved on a daily basis. This lessens the impact of their support in areas such as those that develop reasoning skills. Teachers and other adults monitor children's progress closely and small gains are rigorously noted.
17. The teaching and support for English as an additional language (EAL) is very good throughout the school and in all subjects. Weaknesses identified in the last inspection have been very well addressed through thorough tracking of pupils' progress in learning English as an additional language. Teachers, support staff and bilingual staff are well trained either in the teaching of English as an additional language or in the additional literacy strategy (ALS). They collaborate well together, sharing both the planning and the delivery of lessons. When they work with individuals or groups they

consolidate work that has been covered in the main part of lesson and are adept at picking up any misunderstanding that pupils have. All adults play a part in regularly monitoring the pupils' use of English in class discussions and small group work. This information is fed back to the class teachers and EAL co-ordinator who in turn modify the support that is given. The relationships between pupils and adults are very good throughout the school and pupils' home language is valued as a way of enhancing understanding. Pupils are encouraged to help each other when it is clear that misunderstandings can not be rectified in English. There is a strong emphasis throughout the school on identifying the vocabulary to be learned in lessons and all teachers make use of good quality resources to strengthen their teaching. Explanations are clear and teachers check and recheck that pupils understand what they are to achieve. The review period at the end of most subjects is effectively used to revisit the vocabulary being taught.

18. Teachers are knowledgeable in most subjects and seek help from colleagues where they are less secure. A list of statements or phrases at the start of most lessons helps pupils to concentrate on what is to be learned and serves as a useful technique for bringing the lesson to a conclusion. The national strategies for literacy and numeracy are understood and delivered very effectively. Pupils respond well to the familiar pattern of these lessons and their learning benefits from the tight time scale that the teachers maintain. In a very exciting lesson in Year 4 the pupils had created humorous dialogues and were spurred on to get these written in time to present them to the class. For some pupils this represented a major breakthrough both in their written work and in speaking to the class.
19. The teaching of the additional literacy strategy (ALS) is lively and enthusiastic. There are good quality games and word cards to use. The areas set up for these lessons are inviting and their proximity to the classrooms means pupils do not feel excluded from the rest of the class.
20. Teachers are well prepared, lessons are brisk and routines are clear. Expectations of pupils are high and they set demanding challenges of the higher attaining pupils. Older pupils are expected to read instructions for themselves and work collaboratively on tasks. For example, when finding information on mountains it was expected that pupils conferred together to share information so that they didn't duplicate information. For the most part teachers are clear about what they want pupils to learn in the lesson and how they will assess the outcome. There is some uncertainty amongst teachers on how to plan science lessons that develop enquiry skills and challenge pupils' thinking. The quality of questioning in other lessons is good. A variety of questions, including open-ended ones, often targeted at specific pupils, encourage pupils to think carefully. Pupils benefit from regular feedback on how well they are learning, particularly as there are frequently two adults in the lessons. Guidelines for teachers on marking are included in the school's comprehensive assessment policy, but there are no specific guidance for different age groups and subjects, therefore the marking is not consistent throughout the key stages. Work is marked regularly with positive remarks in Years 4, 5 and 6, but is more superficial elsewhere. Homework is given when appropriate and it links with classwork but there is no homework policy to clarify for parents what homework to expect and when. Pupils are encouraged to take library books home.
21. The teachers all have a good understanding of the achievements of pupils and use assessment information to group and monitor progress of groups. Pupils with special educational needs (SEN) also benefit from the strategies used for teaching English as an additional language, in particular the emphasis on starting on the concrete and the

practical before embarking on any abstract concepts. For example, in one lesson with Year 3 pupils on learning the numbers 1-10, the teacher used a range of strategies - counting, enumerating, putting numbers in sequence, singing the sequence and then using Numicon equipment to consolidate what pupils have learned. This type of teaching, with its stress on understanding and over-learning, is invaluable for all pupils with little English, but especially so for those with special needs. Tasks are nearly always well chosen to ensure that all pupils can participate, and support is often available to help pupils with SEN to get started. In withdrawal sessions, work set is well suited to the requirements of IEPs and support assistants are skilled in helping pupils to make progress.

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

22. Curriculum planning was a key issue in the last inspection and required substantial improvement. There were weaknesses in the provision of an appropriate curriculum for children under five and ensuring that the curriculum for all pupils was broad, balanced and reflected the language needs of pupils in the school. The school has addressed these issues effectively and the planning and delivery of the curriculum have become strengths of the school. The curriculum has breadth, balance and relevance and all subjects now receive sufficient time. There is provision for drugs' awareness education, but the governing body has decided that it would be inappropriate to offer sex education at the present time. Religious education is taught and the statutory requirement to provide collective worship is met.
23. A good curriculum is provided for the children in the foundation stage. Each area of learning receives sufficient time and there is a good emphasis on developing children's personal, social and emotional skills. The nursery and reception class staff plan together, thus ensuring a seamless and progressive curriculum throughout the foundation stage in preparation for Key Stage 1.
24. Curriculum planning for pupils with special needs is very good. They benefit from the highly structured class and support work in language that goes on throughout the school for all pupils. The work in withdrawal sessions is carefully planned using the expertise of the special educational needs co-ordinator (SENCO), class-teacher or outside professionals and related very closely to the IEPs. In class lessons, work is well chosen to meet the needs of all pupils, and since there is frequently extra support in classrooms, pupils benefit from adult help to get them going on tasks. Pupils with English as an additional language are given very good support individually and in groups and bilingual staff ensure that all pupils have full access to the curriculum in lessons, especially at the earlier stages of language acquisition.
25. The national strategies for literacy and numeracy have been implemented very successfully and opportunities for reinforcing these skills across the curriculum are built into the planning. For example, pupils use mathematical skills of graph making in science and geography and language skills are emphasised in every area of the curriculum. Curriculum planning and comprehensive schemes to support work in science, history, geography, design and technology, religious education, art and physical education are good. Information and communication technology (ICT) has recently received new resources and planning is in place, but the subject is still developing. A new music scheme is being introduced to ensure that skills will be systematically developed as pupils move through the school. It is not yet fully implemented throughout Key Stage 2.

26. The school makes satisfactory provision for extra-curricular activities in sports, such as netball and football plus reading and mathematics clubs. The pupils are keen to attend these. The many visits to places such as the Eureka science museum and Marsden and the visits from theatre groups and organisations extend pupils' experiences and stimulate their interest.
27. There are good community links initiated by the school to support pupils' learning. There is a successful programme to tackle low levels of English and numeracy amongst parents. This encourages a number of parents into the school on a regular basis each week to learn new skills and is giving them the confidence to help their children at home. The school opens up its playing field to the community in an effort to provide more space for youngsters at weekends. Most subject teaching draws on the opportunities to involve pupils in the locality and this strengthens pupils' pride in their community.
28. The overall provision for pupils' spiritual, moral, social and cultural development is very good. Areas of weakness in spiritual and cultural development identified in the previous inspection have been remedied, bringing the quality of provision close to the very good standards seen in moral and social development.
29. Provision for pupils' spiritual development is now good. Collective worship gives pupils time to reflect in an environment that is calm and peaceful. Children in the foundation stage are encouraged to experiment with sounds and marvel at the work of artists. Pupils radiate a sense of wonder at their relationship with the elements, as when a child swam for the first time unsupported by armbands. A child approached the teacher during a field trip near a stream and asked her to show him how to paddle in the water. There was sheer joy in the child's eyes at this new experience. Such activities help to develop children's sense of self-awareness and self-esteem that contributes greatly to their personal development.
30. Very good provision for moral development is a consequence of a clear strategy to achieve the school's aims. Central to its success is the personal, social and health education programme and the assertive discipline policy. Whole school themes such as self-worth, personal dignity and responsibility are developed in "circle time"² and the training of all staff, including lunchtime supervisors ensures consistency in the application of the strategy.
31. Very good provision for social development begins in the nursery where staff help children to play and work together. Adults are carefully timetabled to ensure that there is regular bilingual support in the nursery and reception classes, to help children develop competency in English in social situations. As pupils move through the school there are expectations that pupils with similar home languages will support each other but teachers make sure that group work brings pupils of different ethnic backgrounds together. Staff follow a programme of whole-school themes such as during the week of the inspection "taking turns" and this ensures that all adults in the school give a consistent message throughout the week. Thus, in a Year 3 personal, social, health and cultural education (PSHCE) lesson, pupils sat in a circle and took turns in leading their peers in a series of movements to be followed by all others in the class. This activity helped pupils to interact socially and developed their self-confidence.
32. There is very good provision for cultural development which makes full use of the

² A regular time for discussion between pupils, often in a circle.

cultural mix of pupils attending the school and their families. The menu in the dining room offers children the opportunity to sample food from other countries and pupils of different social and religious backgrounds celebrate their respective feasts and events together. Visits to local places of interest, as well as visits from guest speakers, ensure that the cultural needs of the very small white minority are not overlooked. There is no evidence of racial harassment or isolation and all members of the school community work and play together in harmony.

33. The school's equal opportunities policy sets out clear and detailed expectations of the whole-school community, making clear reference to issues of racial equality and cultural diversity. A matter of some concern to the school has been the risk of losing sight of the culture and traditions of the very small minority of white, English speaking pupils. It is the view of the inspectors that the school has achieved a proper balance by treating all its pupils as individuals in their own right. Pupils are well integrated in lessons and activities. The head and staff have successfully resolved the issues specific to their school which has a very high percentage of Asian pupils. For example, the school has made provision for boys and girls to swim separately and Islamic and Christian assemblies are provided.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Communication between adults in the school is excellent and pupils are very well cared for. The child protection officer and the nominated first aider keep other members of staff well informed and children know exactly where to go if they need help. There are effective procedures for reporting hazards and accidents, and comprehensive programmes of review to back up the health and safety policy. Appropriate arrangements are made for the personal safety and security of pupils, both in school and on educational visits.
35. The school's very good provision for the welfare, health and safety of its pupils shows an improvement on the good standards achieved at the previous Inspection. A warm and welcoming atmosphere is conducive to learning. The school nurse is a frequent visitor and is currently providing a health profile of all pupils to provide for their individual health needs.
36. The school makes good provision for monitoring pupils' personal development. The PSHCE co-ordinator arranges staff training and oversees the agreed strategy delivered in the classroom. Through the assertive discipline policy and awards and merits system the school successfully promotes a sense of personal responsibility and mutual respect.
37. Much good work has been done on tracking the academic progress of individuals. A very good range of whole-school assessment, recording and reporting procedures is in place and effective in helping raise standards. These assessments are fed into the school's development plan for improving achievement and used for target setting and to inform curriculum planning. Assessment is thorough and regular. Day to day assessment is positive and pupils receive good oral and written feedback. Profiles are begun on children's entry to the nursery and these develop well through the school, providing relevant information on performance in tests and development of spoken English. Analyses of test results and tracking of pupils in literacy and numeracy help co-ordinators to identify strengths and weaknesses in pupils' achievements, compare performance with other schools and plan action to raise standards.
38. Assessment procedures for pupils with special educational needs (SEN) are good

because assessment procedures are very good throughout the school generally. Regular checking and updating of pupils' attainment and analysis of results ensures that the progress of pupils with SEN is easily tracked. Additionally, pupils already identified, have their IEPs reviewed regularly and the five stage assessment procedure recommended by the Code of Practice is well established. Pupils with statements receive their full entitlement in terms of support and annual reviews are carried out in accordance with statutory requirements. Informal contact between EMAG teachers (teachers of English as an additional language) and support workers is good, so problems are highlighted quickly and action is taken.

39. Annual written reports clearly state what pupils have achieved and targets for the following term are communicated to pupils and parents. The school has developed very good procedures for monitoring and promoting attendance. Its attendance policy clearly sets out its expectations and its strategy, while parents are frequently reminded of their duty to ensure their children's regular attendance. The education social worker is a frequent visitor to the school, following up cases of absence at the school's request, and advising on appropriate further action.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents expressed very positive views about the school, although as at the last inspection there were still concerns that pupils did not get enough homework. The school sends a small amount of homework each week which increases as pupils become older. However, parents do not fully understand the role of homework in furthering pupils' learning skills. Many pupils do not return homework and very few read at home. The emphasis is on pupils to organise themselves with homework and this is unsatisfactory as many pupils with limited English skills find understanding written instructions difficult. Information about how parents can help with homework is only available in English and this is restricting the development of parents' partnership in learning.
41. The school provides a good quality range of information to parents. The informative governors' annual reports and prospectus, the annual reports on pupils' work and the two parents evenings are supported by newsletters, occasional letters, and notices on the Parents' Notice Board in the school. These arrangements in turn are supported by personal visits from the school's liaison workers. However, some parents still felt that they did not understand what goes on in school. The school continues with some success to invite parents in during the day and makes a point of taking parents into the classes to collect children who are being taken home during the day. They have raised the profile of the bilingual support staff in the community through pre-school visits. However only slow progress is being made in raising parents' awareness of what goes on in school. The majority of parents have little understanding of English and they rely on their children to translate newsletters and invitations. This affects the quality of communication between home and school and is restricting the development of this aspect of the partnership.
42. Other aspects of the partnership between home and school are laying a firm foundation for the future. The parents actively support school celebrations and fundraising events organised by the Friends of Field Lane School. These complement the many successful community events run by the "Fast Lane" Project (Families and Schools Together, Literacy and Numeracy for Everyone). The governing body is a member of the Asian Governors Forum of Kirklees and this is proving an effective channel for raising the profile of the school in the community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The headteacher has a very clear vision of what she wants for pupils and how to achieve this. Some key appointments, most notably those of the deputy headteacher, early years co-ordinator and a co-ordinator for English as an additional language have helped to strengthen the teaching team and significantly improved the way the school is led and managed. There is comprehensive documentation covering all aspects of the school's work and a detailed development plan which sets out the initiatives to raise standards and improve the quality of teaching and provision. Monitoring and evaluation procedures are coherent and the impact on pupils' achievements carefully tracked. The school's systems for analysis of results and the subsequent setting of targets for improvement are outstanding.
44. The role of the senior management team and the co-ordinators is well developed. They work very well together and ensure that initiatives are implemented smoothly and purposefully. The implementation of national initiatives in literacy and numeracy are kept under close review, particularly in the context of pupils' English language needs. Where subject co-ordinators have been involved in the programme of monitoring teaching and standards, their reports are concise and penetrating and have improved the teaching and provision. The management of special educational needs and English as an additional language successfully utilises the additional staff to meet the requirements of pupils' individual programmes of work.
45. Governors are effective. They are better informed about curriculum developments and the standards achieved by pupils than at the time of the last inspection. They are clear about how the decisions taken by them have an impact on standards and are justifiably anxious about reductions in the budget that affects the amount of support for pupils with English as an additional language. Their involvement in strategic planning and evaluations of the school's work is at an early stage. The school development plan does not, for example, show how governors are helping the school review its developments. Resources have improved considerably particularly for the provision of books and resources for the under-fives. This has had a positive impact on the achievements of boys in reading and also on the development of personal and independent skills in the foundation stage. The school's strategies for long and short term financial planning are very good. Additional funding is used effectively to further the aims of the school.
46. The school has a clear approach to performance management. The headteacher has continued to monitor teaching effectively and now involves other members of staff in this role. Feedback is clear and gives a very informed picture of the school's strengths and weaknesses. Teachers respond quickly to improve their practice and the school's resources are used wisely to support them in this. Training programmes are identified and a comprehensive one year training plan usefully underpins the development plan.
47. The accommodation is good. There are well resourced library areas which give pupils opportunities to browse and select their own books. The computer suite is a valuable resource but is not yet fully equipped to ensure maximum use. The music room is currently underused for its purpose. A parent and community room is a valuable asset and playing its part in building parents' confidence in entering the school. The school is well maintained and cleaned to a very high standard. Pupils' achievements and good behaviour are celebrated in the beautifully mounted displays in the corridor. Good use is made of exhibitions of work and photographic displays to illustrate high standards of achievement and the school's commitment to a broad and balanced

curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. To continue to improve the quality of education provided and raise standards further, the school and governing body should:
- (i) develop a whole-school approach to the teaching, planning and assessment of pupils enquiry and investigative skills in science. (*Paragraphs: 20, 89-93*)
 - (ii) provide parents with greater accessibility to the information on what is going on in school and how they can help with homework; and clarify for parents the school's policy on homework. (*Paragraphs: 20, 40, 41, 69*)
 - (iii) continue to work with the governors and the community to reduce the number of pupils taking extended absences and the level of unauthorised absence in order to meet the targets set. (*Paragraph: 13*)

These additional minor issues should also be considered as part of the action plan.

- a) Strengthen the governors role in strategic planning through further involvement in the school development plan. (*Paragraph: 45*)
- b) Clarify the guidance on marking of pupils' work. (*Paragraph: 20*)
- c) Provide more support for teaching music in Key Stage 2. (*Paragraphs: 26, 122, 124*)
- d) Further develop planning in the foundation stage to include clear guidance for all adults on helping children's learning in all areas. (*Paragraphs: 62, 66*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	45	25	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	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	163
Number of full-time pupils eligible for free school meals	0	43

FTE means full-time equivalent.

Special educational needs

	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register		26

English as an additional language

	No of pupils
Number of pupils with English as an additional language	170

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.3

Unauthorised absence

	%
School data	2.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	8	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	6	7	7
	Total	15	17	17
Percentage of pupils at NC level 2 or above	School	68	77	77
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	9
	Girls	7	7	4
	Total	17	17	13
Percentage of pupils at NC level 2 or above	School	77	77	59
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. Two pupils disapplied from the test are included in % figures

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
	2000	7	13	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	5	7
	Girls	8	4	8
	Total	15	9	15
Percentage of pupils at NC level 4 or above	School	75	45	75
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	9	3	5
	Total	16	10	12
Percentage of pupils at NC level 4 or above	School	80	50	60
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year. Two pupils disapplied from the test are included in % figures.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	99
Pakistani	35
Bangladeshi	0
Chinese	0
White	8
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y1 – Y6

Total number of qualified teachers (FTE)	10.2
Number of pupils per qualified teacher	16
Average class size	27

Education support staff: Y1– Y6

Total number of education support staff	11
Total aggregate hours worked per week	183

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26

Total number of education support staff	0.5
Total aggregate hours worked per week	25

Number of pupils per FTE adult	8.7
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	376890
Total expenditure	367292
Expenditure per pupil	1904
Balance brought forward from previous year	9477
Balance carried forward to next year	19075

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	189
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	0	0	3
My child is making good progress in school.	63	30	0	0	7
Behaviour in the school is good.	70	23	3	0	3
My child gets the right amount of work to do at home.	10	47	13	17	13
The teaching is good.	63	37	0	0	0
I am kept well informed about how my child is getting on.	50	50	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	50	47	3	0	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	43	53	0	0	3
The school is well led and managed.	53	47	0	0	0
The school is helping my child become mature and responsible.	47	50	0	0	3
The school provides an interesting range of activities outside lessons.	37	30	10	0	23

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

49. The school has very successfully dealt with the serious weaknesses in the quality of teaching and learning reported at the last inspection. The recently appointed nursery teacher and the early years' co-ordinator, who was appointed shortly after the last inspection, are effectively improving all aspects of the education of pupils in the foundation stage. Both teachers have a good understanding of the areas of learning for young children and have created exciting areas in which children learn well.
50. Children attend a nursery part time at the school for one year before moving into the reception class. At the time of the inspection there were thirty-two children under five year old. The recommended curriculum for children under five is followed closely in both settings and the provision for these children is good. There are adequate numbers of trained staff, including bilingual staff for all three languages. All those involved in teaching these young children work very closely together and are well managed by the co-ordinator. There is sufficient time each week for all the practitioners³ to discuss the progress of individuals, share the results of their work and update the plans for the following week. This makes an important contribution to their effectiveness in helping the children learn. They work well as a team, valuing each other's expertise.
51. The vast majority of children entering the foundation stage does not communicate in English, but have as their first language Gujerati, Punjabi or Urdu. Few have any pre-school experiences and many are unfamiliar with books or writing materials. Most have poorly developed skills in speaking and listening, mathematics and personal independence. Most children make good progress in learning English, understanding mathematical language and personal and social skills because of the good teaching in these areas of learning. However, only a small minority of children will reach the early learning goals in these areas. Children make steady progress in their knowledge and understanding of the world (this area includes science, history and geography). There are a good range of experiences for children but not enough guidance for practitioners in this area of learning to help children develop their thinking skills.
52. A good check is kept on children's developing use of English and what they are learning. Children's portfolios of evidence are a very good record of information for parents and practitioners. The written comments underneath photographs state clearly what the child can now do. Teachers positively encourage parents to come into the classrooms each morning and take an interest in what goes on. The bilingual support staff are available at this time to ensure that parents and teachers share any concerns and successes. The partnership with parents is developing slowly through developments such as the toy and games library and visits to the children's houses. However, there is still some way to go before the majority of parents are confident in helping their children learn.

³ Refers to all those adults involved in working with young children in the nursery and reception classes.

Personal, social and emotional development

53. Teaching is very good and children quickly learn to be part of the class, share and work with each other. The staff take photographs to capture these small steps and children take great delight in sharing these. The routines are clear and the teachers and bilingual staff listen well to the children. They establish good relationships with the children, taking an interest in their achievements. The children look to bilingual staff for support when they are unsure what is happening around them. A lovely example seen was when the class eagerly stared out of the window with the teacher to wait the arrival of a friend returning from dinner. The support teacher quickly explained to the children in their home language and she too went on to cheer when the class caught sight of the young boy and his mother.
54. Teachers successfully encourage children to make decisions about what they want to do ensuring that resources are easily accessible both in and outside the classrooms. The practitioners are good at encouraging co-operation, inviting a child to collect orders for the kitchen or suggesting that one child takes another for a ride in the wagon. They demonstrate how it is safe to play act, dressing up in the cook's outfit and modelling this to the class before setting to work to 'make' pizzas.

Communication language and literacy

55. Children enter with very limited language skills and few use their own language to share ideas or discuss their work with each other. The teaching is good. All the adults use talk carefully, moving from simple questions to those that help develop conversational skills. A particularly effective session began with a brief one word answer about shapes being cut and developed into questions on how one could be made to balance another. Bilingual staff readily mix home language with English, often restating what has been said in English. This is effective English language teaching. By the time the children end reception year most use simple statements to answer questions in English but most discussion in the main is still in their home language. In discussing the visit to the railway station a quarter of the reception class shared their experiences of seeing the train, the platform and their journey from school. For most the answers were one word, with two of the higher attaining children using one or two complete sentences about seeing people in the train.
56. The teachers encourage the development of good reading habits. They regularly invite children into the library area where the low seats and inviting rows of carefully chosen books encourages an interest in stories and sharing books. Some of the youngest children already have favourites and older higher attainers retell a simple story about the go-cart race. They are good at learning new sounds and by the end of the reception year about half of the children sound out the letters in their name. The reception teacher shares a book about a train journey as the basis of the week's work, developing phonics and extending children's vocabulary. The bilingual staff are good at sharing books and read to children in English and in the home language.
57. Children are encouraged to think of themselves as writers. For example, the teacher in the nursery asks one child to taking the shopping list around for suggestions to stock the kitchen. In reception class the good quality pencils and the large whiteboard with felt tips encourage children to 'make their marks' under their drawings of the route to the station. They make good progress in independently writing their names but other aspects of writing are slow to develop as children have not gained sufficient confidence in using English as a spoken language before they leave reception class.

Mathematics

58. Children enter with well below mathematical language and slighter better but still below average knowledge of numbers. This area of learning is particularly well taught. There are lively practical demonstrations using children to fill in the missing numbers to seven. The children are keen to help move each other around in the number line so that they occupy the correct positions. Higher attaining children are challenged to swap with a number that is one or two less than another and in this way they quickly extend their understanding of counting.
59. Mathematical language is developing at a slower pace in line with children's acquisition of English. Children cutting out shapes with cutters place these on the scales, whilst the adults show that by adding a bit more or taking some away they can make it balance. Again the discussion is in both home language and English and these gives the children the confidence to persevere and try it themselves. Whilst the older children are beginning to record simple patterns they do not yet have the language to explain what they are doing and if there is no bilingual support available the opportunity to extend logic and mathematical reasoning is missed. This area of learning is well resourced.

Knowledge and understanding

60. Children enter with very low levels of general knowledge. Most of the teaching in this area is good. Adults support children well and both classes offer a stimulating range of experiences to help them develop a curiosity and understanding of their immediate environment. The visit to the railway station helps the children appreciate that there are other places beyond their own and is used to arouse an interest in the differences between trains. This is followed up when the helper asks children to look for different trains in magazines to draw back in class. The teacher skilfully draws attention to the roles of key workers at the railway as well as aspects of safety following the visit.
61. Adults show children how to find out information. A stimulating display table in the nursery, showing fir cones forms a useful start to sharing a book about many different trees and their seeds. At the water table another adult helps the children explore floating and sinking, discussing what they see happening. In the reception class children select materials to help make picnic bags for the train journey and show good ideas for improving their designs by removing some pieces and adding others. Useful records are made of the children's observations as well as what they do.
62. There are plenty of resources to support this area of learning but the planning does not set out clearly what the practitioner is expected to do, and the kinds of questions that will deepen children's knowledge and understanding.

Physical development

63. There are no detailed evaluations of children's skills on entry, but observations suggest that in this area children make good progress and are on line to achieve the early learning goals. The teaching is good. There is a well resourced outdoor play area which both classes use every day. The equipment is changed daily to ensure that different skills are developed and the children are helped by the adults to be increasingly adventurous.
64. The children move confidently around the hall and make good use of the space. In one lesson the teacher proved a good model herself, weaving in and out and

changing the level at which she moved. She quickly spots a misunderstanding, and uses a child to demonstrate the difference between hands and feet and hands and knees. This shows a good awareness of the children's language needs but also helps children grow in personal confidence.

Creative development.

65. Teaching is good and sometimes very good. This is another area of learning where the choice of resources shows the high expectations of the early years team. The reception children were invited to *'carefully touch'* a collection of three dimensional collages created by a young artist. The children marvelled at the works and went on themselves to use a similar process, including paint mixing, to create layered abstracts. The finished work clearly showed how the children had used ideas of form and tone gained from their experiences. They were keenly aware of how special creations are for individuals and in this they were very well guided by phrases such as *'we are all artists'* and *'how precious this is to the artist'*.
66. The role play areas in the nursery are set up imaginatively and there are a good range of props. Whilst the nursery teacher enthusiastically helps in the kitchen and the student helps a child at the music table this is an area where support staff are not given enough guidance on how they could develop creative play to develop children's thinking skills. A notable feature was the way pupils from different ethnic backgrounds played together, particularly in the building site where hats were changed regularly as they negotiated by gesture for different jobs.

ENGLISH

67. Standards are below average for pupils aged seven but rise to a level which is broadly average by the age of eleven. Standards in speaking and listening are weak throughout Years 1, 2 and 3 but improve through Years 4, 5 and 6 and eleven-year-olds are confident in all aspects of the day to day interactions of school life. Standards in writing inevitably reflect the poor performance in speaking and listening, but by the age of eleven pupils are beginning to write with a reasonable level of accuracy and for a range of audiences and purposes. Standards in reading follow a more consistent pattern, with many reaching low, but reasonable standards by the age of seven and improving to average standards by the age of eleven. There has been a significant rising trend in pupils' achievement since the last inspection and pupils make good progress throughout the school.
68. When pupils enter the reception class, the vast majority know very little English and are unfamiliar with ways of handling books or re-telling stories. Oral responses are limited to one or two words. Pupils make good progress and by the time they are seven, many respond confidently, showing that have understood teacher's questions and are only too willing to try and answer them. However, they continue to make frequent grammatical errors such as *'He ated it'*, and use only a restricted level of vocabulary. By Year 6 pupils have acquired a fluent technical vocabulary for talking about the work they do in school. For example, they know the relevant words, such as 'cast', 'characters', 'stage directions', 'set' for writing playscripts in English, and also discuss, debate and put forward their views confidently. Generally, though, their vocabulary for areas of work they have not studied in school or areas in which they have little experience, such as current affairs or travel away from home, remains limited. In all subjects of the curriculum, pupils make good progress in the acquisition of new vocabulary as teachers make a point of teaching the words needed for the work they are presenting.

69. Pupils make good progress in reading, benefiting from the structured teaching throughout Years 1 and 2, where they gradually learn to recognise commonly used words and the vocabulary that appears in their reading scheme. By the time they are seven they are beginning to read aloud with expression and enjoyment and are able to explain what has happened in their stories. They continue to make good progress and by the age of eleven nearly all pupils read with understanding and also use books to find information. They are confident in explaining how to find a book in the library and a few use the public library out of school time to extend their reading experience further. What they lack, though, is a well developed set of preferences for authors and series. A few have read Harry Potter and several spoke of enjoying Roald Dahl. Only a minority of pupils claimed to have books of their own at home or said that their parents enjoyed reading themselves or read with them when they took books home.
70. Progress in writing follows the pattern that might be expected from pupils' development in oral skills. By the age of seven, pupils complete formal English exercises well and respond well to teachers' careful instructions about how stories need to have a beginning, middle and end. Most are able to write at least a couple of sentences. Grammatical errors in written English persist, particularly for the lower attaining pupils. Few write at any length, and the range of vocabulary used is often limited, particularly in the work of average pupils. Handwriting, though neat, is not joined, and spelling is inconsistent, being frequently based on phonic approximations of how words are broken into sounds. Higher attaining pupils produce longer pieces of work and show that they have more familiarity with spoken language, since they are more adventurous with the words they use, and they make fewer mistakes in their grammar. The work of some lower attaining pupils is virtually unintelligible.
71. By eleven pupils are writing at greater length and are confident about using English for writing letters, plays, stories, taking notes, writing factual accounts and even poetry. However, with the exception of a few pupils, they use language functionally rather than imaginatively, with only a very few higher attaining pupils choosing words to create atmosphere or make dialogue exciting. Presentation is good, and many pupils spell and punctuate accurately. Expectations of what pupils can achieve are consistent, and the quality of written work is similar across all subjects of the curriculum. Systematic teaching of subject specific vocabulary ensures that pupils are confident in using the words they need, for example in science or history, where they use words like 'physical and human features', or 'absorption', and are able to spell them because they have been provided in the lesson introduction.
72. Teaching is nearly always good and a few lessons are very good. The contribution made by EMAG (teachers of English as an additional language) teachers is very valuable. When they work with groups, they often reiterate or consolidate work that has been covered in the lead-in to the literacy hour, as happened in a Year 2 writing session, where pupils were writing a witch story based on the week's shared reading text. When they take the lead in a lesson, they constantly reinforce spoken language skills, referring to real examples whenever possible and redefining or explaining words if pupils are unsure of them. In a lesson on playscripts in Year 6, where the EMAG teacher gave the introduction, she kept referring back to previous lessons in such a way as to leave nothing to chance as far as understanding was concerned, and pupils were able to get on confidently with their writing. The same strategy is adopted in other subjects, such as history, where the EMAG teacher gave the introduction to work on Egypt, and reinforced vocabulary by redefining words or providing photographs or artefacts to ensure understanding. This careful reinforcement and modelling of spoken language skills is of great benefit to pupils in their learning of

English throughout the school and sets the tone for all the teaching that goes on.

73. Class teachers and EMAG teachers work well together, taking turns to take the lead in lessons, with the other teacher taking the opportunity to add to the careful records kept of what pupils actually say. These notes provide valuable information about exactly where pupils are in their acquisition of English and mean that lesson planning can be accurately targeted at individuals and groups.
74. Other good features of English teaching generally include lively presentation, as when a Year 4 teacher so inspired her pupils by using different voices in her reading of a playscript, that they actually ran from their seats to tell her about their own ideas. Lessons are very well planned, based both on the requirements of the literacy strategy as well as on teachers' understanding of what help pupils actually need. Bilingual support workers give valuable help, especially in Key Stage 1, where they often translate stories or questions so that pupils can be absolutely clear about the ideas they are trying to take on board and relate them to their previous learning.
75. Pupils with special educational needs, including those with statements, benefit both from the consistent emphasis on language in all class lessons and the good support they receive from support assistants following programmes precisely related to individual education plans (IEPs). Average, or lower attaining pupils benefit from the additional literacy strategy (ALS) which is well taught by specifically trained support workers. Other targeted pupils benefit from one to one help at registration time or extra reading sessions with support workers to increase their reading fluency to try and move them up a level.
76. Occasional slight weaknesses in the teaching occur when teachers were not firm enough in their management of pupils and waste time calling them back to order, or fail to follow their usual good practice of giving examples of what is expected or relating new tasks to real stimuli or previous learning. These situations showed just how inarticulate pupils are without structured teaching. For example, when a higher attaining group of eight and nine-year-olds attempted to talk to the rest of the group about journeys they had made, they could rarely manage more than a simple sentence or question such as *'Did you like the food?'*
77. The subject is very well managed by an enthusiastic co-ordinator. Monitoring by the head, the co-ordinator and by staff of each other have led to a remarkable consistency in teaching, which in turn, has caused standards to rise over recent years. The adoption of careful assessment and record-keeping frameworks for all areas of English focuses teacher expectations very clearly and staff know exactly what next step will help pupils to make progress in their learning. Resources are attractive, appropriate and well organised and provide good motivation for pupils to learn. The curriculum is enriched by visits from drama companies, writers and book fairs, and older pupils occasionally visit the theatre in Leeds.
78. One area that could be further developed is parental involvement in the subject. Although many pupils take books home, very few spoke of sharing them with parents. The school is already making great efforts to consolidate home learning through the efforts of the Families and Schools Together (FAST) teacher and this strategy can only be of benefit in further raising standards in English.

MATHEMATICS

79. The previous inspection reported that attainment in mathematics was below the

national average for seven-year-olds and well below for eleven-year-olds. Since then the national numeracy strategy has been implemented, booster classes introduced and pupils with English as an additional language and those with special needs have been given the necessary support. These, together with effective teaching, have resulted in good improvement in test results over the past four years.

80. The inspection found that standards are improving and are average by the age of eleven.
81. Pupils enter the school with very under-developed mathematical skills. However, through effective teaching and support, they make good progress. By the age of seven, the majority of pupils count on and back to 20 and have a practical knowledge of grouping in 2s, 5s and 10s. Higher and average attainers can add and subtract numbers to 20, and a few beyond this. Lower attainers can add and subtract to 10. Most pupils can match shapes to descriptions, for example, *"It has 4 sides but is not a square"* and apply their knowledge of numbers to measuring. For example, *"Teddy's arms are 2 centimetres shorter than his legs"*. They are also becoming familiar with mathematical language.
82. Achievement in Key Stage 2 is good overall, with very good progress being made in Years 5 and 6. Here the teaching is of a high quality and the pupils' language skills have developed sufficiently to allow them to discuss coherently the strategies they are using. By the age of eleven the majority of pupils work with and apply the four operations of number mentally, through written calculations and in problem-solving activities. They use mathematical instruments accurately, for example in working out the perimeters of irregular shapes.
83. Teaching is very good overall. In the best lessons, teachers share their objectives with the pupils, have good subject knowledge and high expectations, encouraging pupils to think logically and independently. Teachers give plenty of encouragement to pupils to solve practical problems and higher attaining pupils in Year 2 successfully calculate *"How many shoes do six boys wear?"* in their heads. Average attainers calculate how many wheels there are on three bicycles with the aid of pictures, whilst lower attainers draw the number of wheels on the bicycles and record their answers with support. All pupils are encouraged to read the problems for themselves although there is support if needed. Constant repetition of the correct mathematical language helps pupils go some way towards explaining what they are doing.
84. Mental mathematics is well emphasised and lessons start with a brisk run through of number facts. Pupils enjoy these sessions and participate eagerly. Pupils try hard to record their work neatly, but many younger children still form the digits 7 and 5 incorrectly. This slows up their rate of work. Tasks and activities are carefully set to reflect the different abilities. In the lesson on perimeters higher attaining pupils applied their knowledge of regular shapes to find the perimeters whilst lower attaining pupils worked practically to establish a strategy for calculating perimeter.
85. The teachers are familiar and secure with the national numeracy strategy, although some lessons do not give enough time for a discussion at the end. This is usually because lessons run overlong in teaching new skills or miscalculate the time needed to discuss with individuals. As a result valuable opportunities for pupils to use language to develop their explanations and reasoning in English are missed. Teachers make good provision for pupils to develop their mathematical skills in science and geography. There is satisfactory provision for pupils to use computer technology to develop control skills and manipulate data and more software will soon

be available to extend pupils experiences in this area.

86. The co-ordinator is knowledgeable and monitors planning very well. He works diligently with all the staff to improve practice in the classrooms. Assessments are regular and well focused on pupils' understanding of mathematical concepts and the skills they have learned. The additional support provided by the EMAG teachers and bilingual staff for groups of pupils is of very good quality. Test data is carefully analysed by the co-ordinator to check on the progress of pupils from different ethnic groups as well as by gender and consequently the school has set challenging targets. The co-ordinator uses this information to help teachers target lesson planning and direct the additional support to meet the needs of each cohort of pupils.

SCIENCE

87. Pupils' performances in National Curriculum tests for eleven-year-olds have been improving at a good rate. Additional science lessons for Year 6 pupils have been used well and pupils are better at understanding the questions and the scientific language. However, most pupils find it difficult to express their scientific thinking in written or spoken English and this affects their ability to reach higher levels in the tests.
88. Pupils enter Key Stage 1 with scientific knowledge, skills and understanding that are well below average. In Years 1 and 2 pupils make good progress in acquiring a scientific vocabulary and successfully compile lists and set out charts to record their observations. The teaching is good. The teachers planned the lessons well and emphasised practical work. In one lesson the Year 2 teacher carefully selects objects that challenged the pupils to think about the force they used to change the shape of the material. She asked them *"How did you do that?"* and follows this up with *"What happens if you pull it this way?"*, all the time emphasising the vocabulary to be learned. The Year 1 teacher pitches the lesson on light just right. The pupils were excited by the collection of objects that are used to make light and there were sufficient to give them opportunity to observe the difference in the amount of light each produced. They made simple clear drawings to record their findings encouraged by the teacher's examples. It is indicative of the pupils' experiences that few know the word torch. Pupils steadily acquire a new vocabulary and know the meaning of key words but by the age of seven standards are still below the levels expected.
89. Pupils continue to achieve well in Years 3, 4, 5 and 6. Teaching in Key Stage 2 is satisfactory with elements that are good and by the age of eleven they reach average levels in their knowledge of life processes, materials and physical processes. This is an improvement on the standards reported in the last inspection and reflects the appropriate emphasis placed on teaching pupils a scientific vocabulary. Pupils do not make much progress in developing their scientific thinking and standards are below expectation in this area of science by the age of eleven. In part this reflects the stage many pupils are at in using English language to express ideas and thinking. However, teachers do not plan effectively to help pupils organise their scientific thinking and do not place enough emphasis on pupils explaining their findings. For example, Year 6 had produced accurate graphs to prove that some materials made better thermal conductors but had not gone on to analyse their results and show the implications of their findings in the use of contemporary packaging.
90. Teachers plan a stimulating range of experiences and continue to emphasise the correct vocabulary through practical work. Pupils successfully learn how to set out experiments and pupils use a good range of techniques for measuring and recording evidence. Pupils in Year 3 know that the amount of water always needs to be the

same and accurately measured out the agreed amount when testing for absorbent materials. In Year 4 pupils melted chocolate, thawed ice cubes and froze ice-pops and went on to explain with diagrams and simple sentences how some scientific processes are reversible. Year 6 pupils explained how they proved that light reflects off some surfaces and produces shadows, using terms such as 'opaque' and 'reflection'.

91. Teachers give lots of opportunity for pupils to work and discuss together but experiments are overly teacher directed. This restricts the development of pupils' own thinking and natural enquiry. For example in a Year 6 lesson pupils happily worked together to resolve problems in measuring gravitational force with a home-made force meter. Whilst this helped them to measure accurately there were no challenges planned into the lesson that would develop their scientific thinking. Such as how the results might be different in other situations.
92. The science curriculum is better planned and better resourced than at the last inspection, although the weaknesses in teaching investigative science are only partially addressed. The national guidance is proving useful to the co-ordinator to ensure uniform planning and she has monitored planning and the work from all classes. As a result has wisely expanded the resources at the school to ensure that the teachers have the necessary equipment for teaching. The school now boasts a well organised and easily accessible resource centre which pupils use. More time has been allocated for teaching science, ensuring a full coverage of the requirements.
93. Records and assessments mainly focus on the knowledge that pupils gain and these are used very well to plan work that addresses the gaps in pupils' experiences. There is no assessment of pupils' investigative and interpretative skills and as a result lessons are not planned to extend work in this area.

ART and DESIGN

94. Standards in are in line with expectations for pupils aged seven and eleven. Displays of the best work from all classes around the school give a great deal of pleasure to the pupils and boost their attitude to learning.
95. Younger pupils explore a range of materials and processes including mark-making, patterns, painting, three-dimensional patterns, collages, portraits, completing pictures and making storyboards. By Year 2, they are confident in their use of tools and equipment, but their language skills are still not well enough developed for them to speak easily about differences between their work and the work of other artists or to suggest improvements. Older pupils develop their skills in a wider range of processes such as pattern and design making, investigating the use of moving images, making wire sculptures, using clay, colour mixing and adapting their work to match various stimuli such as Indian or African art. They begin to explain and evaluate their work, as when Year 6 pupils talked about how they analysed body movements into stages and made their drawings convey the actions.
96. Pupils make satisfactory progress in response to the carefully planned art curriculum, but their lack of experiences out of school means that they rarely have the opportunity to practise their skills at home and their development is restricted to art lessons. For many children the language demands made by trying to discuss how famous artists have achieved their effects are too complex. As a result very few reach high standards.

97. Teaching is at least good, and some is very good. Teachers manage the classes well, offering a wide range of opportunities, as in a Year 5 lesson when pupils created and decorated their own chairs out of card and empty boxes, or decorated real chairs in a variety of styles and for a range of purposes. The tasks provided a range of skill practice, such as card-rolling, cutting, designing and making. Resources are good, and are appropriate to pupils' own cultures, with a strong emphasis on colour, glitter, pattern and decoration. In a very good Year 4 lesson, pupils looked at Indian clothes and artefacts to find ways to produce their own designs for textiles and garments, although, as before, the results were limited because pupils' hand-control, drawing and painting skills are not sufficiently well established.
98. The art curriculum in the school, based on national curriculum guidance (QCA document), is well planned to give steady, cumulative experience of a very wide range of skills and processes throughout the school, and to this extent, provision has improved since the last inspection. Enrichment is provided by the visits of artists in residence, who provide exciting stimuli to inspire pupils' efforts, and by attractive displays of art from a range of cultures, and of fine artefacts such as pots and appliqué work.
99. The art policy is currently under review, while the subject is being handed from one co-ordinator to another. Children throughout the school thoroughly enjoy their lessons in art and work with intense pleasure and excitement. Many speak of the subject as being the high spot of the week.

DESIGN AND TECHNOLOGY

100. The previous inspection report in 1997 judged standards of attainment to be below expectation throughout the school. A comprehensive, structured scheme of work and the appointment of an enthusiastic co-ordinator, who has worked with the local authority advisory teacher and staff, have helped to raise standards. They are now in line with expectations. All pupils, including those with special needs and English as an additional language, make good progress.
101. Pupils in Year 1 develop design skills in making houses with hinged doors and handle scissors and drawing equipment with care. In a Year 2 lesson the pupils explored the use of different kinds of wheels on a chassis and experimented with how they are joined to the axle. They used the correct terminology confidently and predicted, then tested, why some wheels move better than others. They worked together enthusiastically and showed initiative in choosing from a good range of resources prepared by the teacher. In one lesson pupils showed delight when noting the effect of setting the wheels nearer together or further apart. By the age of eleven pupils handle tools, including wire cutters and knives, safely and confidently. Pupils are learning to evaluate their work and are developing their own ideas independently. They make very good progress.
102. Overall the teaching is very good. Teachers are very safety conscious and explain to pupils the importance of handling equipment appropriately. In all lessons pupils are given opportunities to make their own choices, to evaluate their work and to change things at the design stage. In one Year 6 lesson where pupils were making a circuit, they explained, step by step, what they were doing. For example, *"now we attach the wires to the motor and it will be powered by the battery - the source of power - we hope!"* Work is recorded systematically and is a mixture of worksheets, drawings and pupils' own descriptions and evaluations of their practical work.

103. Pupils take pride in their work and are encouraged to appreciate each other's efforts. Assessment is built into the scheme and teachers assess work while it is ongoing and at the end of every unit to inform future planning.
104. There has been no opportunity for the co-ordinator to monitor classroom practice but teaching is improved successfully through discussion, analysing work, staff planning and sharing good practice. There has been very good progress since the last inspection.

GEOGRAPHY

105. In the last inspection, pupils reached standards in line with national expectations by the ages of seven and eleven. These standards have been maintained. One lesson was seen during the inspection. Judgements are based on this, analysis of pupils' work and teachers' planning, and discussions with pupils and teachers.
106. All pupils in Years 1 and 2 make satisfactory progress. Good use is made of the school and its locality to allow pupils to observe and to ask questions based on first hand experiences. Written and photographic records of their visit to Marsden show how pupils in Year 2 can compare and contrast their own locality with another environment. The work is well organised in tables and charts to help pupils understand the difference between the two. Mapping skills develop satisfactorily and Year 2 pupils can draw and annotate a simple plan of their route to school. For example, *"then I turn right and I go up and I see the grass and more houses as well "*. They understand the effect of weather on the environment and most understand the importance of too much or too little water and the difficulties of producing food in some climates. However they have little grasp of other issues, for example what they like and dislike about the environment.
107. Older pupils make good progress in their geographical skills and in talking about issues affecting people and the environment. Pupils in Year 3 use secondary sources of information, for example, photographs, to identify and describe a specific country or area. Through encouragement and guidance, pupils sift evidence from the photographs and competently report on their discoveries. By age of eleven pupils have a good knowledge of the world map and the position of countries, mountains and rivers. They explain clearly the difference between a mountain and a hill, and compare the River Amazon with the river at Malham. Their mapping skills are developing well and they talk knowledgeably about finding information in books. Year 6 pupils scan text downloaded from the Internet to find answers to geographical questions such as what crops were grown by native American Indians. They use atlases and globes confidently and interpret maps, understanding the symbols of a key. Higher attainers have a growing knowledge and understanding of environmental issues such as deforestation and the effect of rainfall and temperature and they attempt to use the correct terminology.
108. The teaching is good. Teachers have good subject knowledge and are keen to promote the subject. There is good support from the EMAG teachers in the geography lessons and pupils benefit from the support and enthusiasm of the staff in discussing issues. Teachers have high expectations of their pupils, pose challenging questions and devise appropriate worksheets. Teaching methods include teacher presentations, discussion, question and answer sessions and field work. All pupils are catered for in the planning.

109. Assessment is effective throughout the school and is used to focus the planning for groups of pupils. The subject is very well managed. Whilst the co-ordinator does not directly monitor teaching she knows about the strengths and weaknesses of the subject through evaluating planning, discussions and scrutinising work. This has resulted in improved planning through units of study, better resources and appropriate practical experiences. Study visits to Marsden, Red House Museum, Batley Park, Oakwell Hall and the residential course all help pupils to improve their learning skills.

HISTORY

110. Standards in history remain very much as they were at the last inspection. They are slightly below average for pupils aged seven, and in line with expectations by the age of eleven. The standards achieved by seven-year-olds are lower because pupils' language is not yet developed enough to answer questions about how or why things were different in the past or how differences affected people's lives. By Year 5 and 6 pupils' language is much more mature and confident, allowing for the establishment of sound historical concepts and processes.
111. In Years 1 and 2, pupils begin to reflect on how life was in the past, looking, for example, at old kitchen appliances and comparing them with those in use today. Pupils in Year 2 learn about Remembrance Day and visit Batley war memorial to see how the town recognises the contribution its servicemen have made in two world wars. However, they find it hard to explain what has happened: it takes several attempts for pupils to produce the word 'soldier' although the statue on the war memorial is clearly identifiable.
112. Older pupils are able to express themselves far more confidently and discuss ideas and do their own research. For example, Year 5 pupils respond well to photographs and maps of the physical features of Egypt and make their own deductions about how the climate and geology might have influenced the civilisation's development. By the age of eleven, pupils conduct their own research, ask questions and arrive at conclusions about the periods they study. Their written work is readable and well-presented.
113. Teaching is at least good and some is very good. Teachers follow the precedent that is well established in the school of relating everything to photographs or real experiences, explaining things in language that pupils understand, and repeating and consolidating language sufficiently to ensure understanding. Teachers know their pupils well and vary their questioning to suit the language level of individual pupils. There is good collaboration between EMAG and class teachers, and the process of listening to what pupils actually say and recording their language development goes on in history lessons just as it does across the curriculum. Support staff are well used to help individuals or translate into pupils' home language so as to enhance their understanding.
114. The subject is well managed by an enthusiastic and experienced co-ordinator. She oversees the planning and has devised a curriculum that meets the particular needs of this community with its focus on local studies. She is also insistent that staff relate everything possible to the real world and include as many visits and investigations as can be fitted in, so as to broaden pupils' experience and extend their language skills. The subject is well resourced with books, photographs, artefacts and videos.

INFORMATION TECHNOLOGY (ICT)

115. Standards are in line with the expectations of the information and communication technology curriculum for pupils aged eleven. The school has maintained the standards reported in the last inspection through providing a balanced programme of skills teaching and improving the quality of equipment.
116. It was not possible to observe pupils in Years 1 and 2 using computers other than for word processing and there was not enough evidence to make a judgement on standards achieved by seven-year-olds. However, observations of pupils in Year 4 suggest that word processing skills are not at the expected level. By Year 6 pupils' word processing skills are satisfactory. Pupils are adept at changing the size and location of the words and importing pictures into their text to produce multi-media presentations. Pupils in Years 4, 5 and 6 make good progress in learning to use computers independently for research and are successfully making the adjustment from one type of operating system to another. These pupils learn new skills quickly and feel confident in using computers.
117. The teaching is satisfactory with some good features. Teachers' confidence is still variable and makes a difference to what is achieved in lessons. Clear instructions are given at the start of lessons and the step by step guides help pupils work independently and at a good rate. Pupils of average attainment in Year 6 competently set about correcting a prepared text and whilst initially some found it easier to correct spelling as they went, the mis-spelt words became more difficult and pupils quickly saw the benefit of a spell checker. They went on to use the guidance prepared by the teacher. In this way the teaching of ICT helps pupils to develop independent learning skills. This contrasts with a Year 4 lesson during which pupils spent too much time typing rather than practising how to select the best font for their labels. This led to them not achieving as much as they could in the lesson.
118. Boys and girls are very well motivated and eager and work very well together and with the technician. This is encouraged by the teachers who ask some pupils to translate instructions so those with limited English can learn at the same rate as others. Collaboration also benefits higher attaining pupils who explore the capacity of the programmes. For example those pupils in Year 4 familiar with the new art program, introduced other pupils to the different icons that they use to undo actions. In one Year 6 lesson the pupils organised who was to find out answers to a set of geography questions using the favourites folders from the Internet explorer. The challenge to beat the clock ensured that they kept well focused on the task. Again good preparation by the teacher ensured that pupils did not waste time sorting through too much irrelevant information.
119. The computers are well maintained. On some days a technician is available to sort out difficulties encountered with the software and this benefits the organisation and pace of lessons. It also has a positive impact on staff who are steadily gaining in confidence in teaching ICT. All staff have taken up the national offer to purchase their own computer and a comprehensive training package has been planned for them by the co-ordinator. The newer machines are located in a computer suite and at the moment pose some timetabling problems to ensure all pupils get supervised access to them. Older computers are readily accessible to most classes and pupils use these during lessons.
120. The subject is led well. The co-ordinator is enthusiastic and has succeeded in motivating all staff to use the computers to support pupils' learning. He monitors planning and gives valued advice and training. There is a good quality development plan setting out the next steps in developing assessment and record keeping.

MUSIC

121. The standards seen in one lesson for seven-year-olds were in line with expectations. The standards shown by eleven-year-olds are unsatisfactory. These judgements are similar to those made in the last inspection. It was also reported that insufficient time was given to music. This has now been addressed and statutory requirements are being met.
122. In a lesson with Year 2, pupils clapped simple rhythms and recognised the difference between crotchets and quavers. The lesson was very effective as the experienced teacher introduced and consolidated a range of musical elements. Pupils used voice, body parts and followed simple musical notation successfully. The pupils 'played' around with high and low sounds when they sang with the teacher and are learning to sing a range of simple songs tunefully. They worked enthusiastically but not enough time was given for them to explore and work with percussion instruments.
123. Older pupils identify the pulse in different pieces of music and differentiate between pulse and pattern. They begin to understand simple dynamics and phrasing. Pupils in Year 6 place rests appropriately in phrases of music and play rhythms with percussion instruments accurately. They enjoy performing for their teacher and peers. However, they are working at levels below those expected of eleven-year-olds. In the main this is due to teachers' lack of confidence in the subject.
124. Singing is also below the standard expected and pupils' knowledge of composers is weak. Listening skills are developing and in a Year 4 lesson, pupils listened attentively to two contrasting pieces of music to identify the pulse. However, there is little evidence of pupils listening to and appraising a wide range of music from different composers and cultures.
125. The quality of teaching is satisfactory overall with some very good teaching by the specialist teacher in Years 1 and 2. Teachers are enthusiastic and keen to teach the subject, but they lack the knowledge of what pupils have already achieved because records are incomplete. The recently appointed co-ordinator is beginning to improve the quality of teaching and learning by providing support to teachers. Lesson planning is much better than at the last inspection and is now drawn from the national guidance. This has already led to a greater focus on what to assess in lessons.

PHYSICAL EDUCATION

126. Not all aspects of physical education were seen during the inspection. The lessons observed mainly focused on swimming, games and dance. However, the school has improved its programme of physical education since the last inspection and gives adequate opportunities for all pupils to learn gymnastics and athletics. Standards are similar to those reported at the last inspection.
127. One swimming lesson was seen during which all pupils achieved particularly well. The teachers plan with the pool instructors to ensure that the pupils are well matched to the groups. They retain the pupils' confidence during the lesson by keeping close contact with them, alternating their instructions from each side of the pool. Praise is given regularly and this maintains the enthusiasm of the groups. Most pupils have little or no experience of swimming before Year 3 and make good progress in water confidence. By the age of eleven pupils exceed the national expectations in swimming.

with all swimming at least 25 metres.

128. The teaching is mainly good. In dance lessons in Year 1 and Year 4 teachers managed the pupils very well, giving them chance to rest, to reflect on their movement sequences and in one lesson to share with the group how they could improve further. The teachers involve themselves and supplement instructions with demonstrations. This is beneficial to those with limited English. Pupils are enthusiastic and determined to succeed. In the Year 4 lesson, pupils gained a great deal of personal confidence when negotiating the different elements of the dance routines. Pupils worked well in mixed groups of boys and girls and were clearly satisfied with the resulting performance.
129. Year 6 pupils have a sound understanding of strategies in games but in one lesson the limited space and some confusion over the rules mean that the pupils did not get as much from the lesson as was possible. However, there were good features in the emphasis placed on keeping active and the chance for pupils to make decisions together. They responded positively to this, deciding at what point to change the server so they all had a go.
130. The subject is well managed. The introduction of the new national guidance for physical education has been helpful and is well used to guide teachers' planning and ensure a good range of opportunities. The curriculum is well supported by a number of extra curricular activities and visits to local sporting clubs. The co-ordinator has played an active part in improving the quality of play during breaks with a good range of equipment which the pupils manage.

RELIGIOUS EDUCATION

131. By the age of eleven, pupils achieve standards in line with the expectation of the locally agreed syllabus. There is insufficient evidence to form a secure judgement about the standards achieved by seven-year-olds. The majority of pupils in Key Stage 2 are withdrawn from religious education lessons but have access to similar quality education where learning skills and personal development are developed through topic work.
132. The quality of teaching is good. Only twenty-six children from Years 4, 5 and 6 participate in religious education lessons, so they are taught together in one group. Teachers ensure that all pupils are involved in discussion with specifically targeted questions. They are sensitive to the strongly held beliefs of the Muslim children and use their knowledge skilfully. For example, younger pupils learn that there are different places in which to worship and that special events are celebrated in them by Christians and Muslims. Effective links are made with literacy and teachers reinforce good language skills at every opportunity. Younger pupils listen attentively to stories about Jesus and Muhammad and some explain in simple terms the morals in these stories. During a role play older pupils were encouraged to speak clearly and in complete sentences. This provided a good opportunity for them to use literacy skills. Written tasks are generally matched to the needs of the mixed-ability and mixed-age classes.
133. Older pupils understand that people make special journeys to places of religious significance. In one lesson pupils empathised with Joseph and Mary's journey from Nazareth to Bethlehem when they re-enacted the story. They understood the reasons for the journey and compared it with pilgrimages made by people of other faiths. Pupils have a knowledge of the major beliefs, symbols and observances of Christians, Muslims and Jews and are becoming familiar with the vocabulary specific to the world religions they study, for example, Hanukkah, Passover and the Qur'an. Eleven-year-old pupils have a satisfactory knowledge of the stories from the world religions they study and are learning to be sensitive towards others whose beliefs and customs are different from their own.
134. The subject co-ordinator is enthusiastic and knowledgeable. Learning objectives are set out clearly in each lesson and pupils' progress is checked regularly. Resources are good, particularly the range of books about world faiths. The subject makes a very good contribution to pupils' personal development and the spirit of tolerance and understanding that permeates life in the school.