

INSPECTION REPORT

GREEN LANE PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107207

Headteacher: Mr K Holland

Reporting inspector: Rod Spinks
2783

Dates of inspection: 29 October – 2 November 2001

Inspection number: 235680

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Green Lane Primary School Green Lane Bradford
Postcode:	BD8 8HT
Telephone number:	01274 774644
Fax number:	01274 774655
Appropriate authority:	The Governing Body
Name of chair of governors:	Sajid Ansari (Acting)
Date of previous inspection:	17 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2783	Rod Spinks	Registered inspector	Special Educational Needs	<p>What sort of school is it?</p> <p>The school's results and pupils' or students' achievements'.</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
11358	Vicky Lamb	Lay inspector		<p>Pupils' attitudes, values and personal development.</p> <p>How well does the school care for its pupils or students?</p> <p>How well does the school work in partnership with parents?</p>
20007	Trevor Neate	Team inspector	Mathematics	<p>How well are pupils or students taught?</p> <p>How good are the curricular and other opportunities offered to pupils or students?</p> <p>Equal Opportunities.</p>
23273	Ron Freeland	Team inspector	Science Physical education	
11685	Joy Bristow	Team inspector	Foundation Stage Curriculum Art and Design	
24758	Debbie Townsend	Team inspector	English Music	
4287	Brian Allaway	Team inspector	Geography History	
11044	Jean Hedge	Team inspector	English as an Additional Language	
23080	Rob Isaac	Team inspector	Information and communication technology Design and technology Religious education	

The inspection contractor was:

Staffordshire and Midlands Consortium

The Kingston Centre
Fairway
Stafford
ST16 3TW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7-12
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	13-16
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	16-17
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17-19
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19-21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21-22
HOW WELL IS THE SCHOOL LED AND MANAGED?	22-24
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? 24	
ENGLISH AS AN ADDITIONAL LANGUAGE	24-26
DESIGNATED SPECIAL PROVISION	26-27
PART C: SCHOOL DATA AND INDICATORS	28-33
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	34-55

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average primary school situated about two miles north of the centre of Bradford. There are 509 pupils on roll with 277 boys and 232 girls. Forty-eight children attend the nursery part-time. Ninety-two per cent of pupils are from ethnic minority backgrounds, mainly Pakistani and Bangladeshi. Therefore, the use of the term pupils in this report refers mainly, but not entirely to these pupils. Over 180 pupils are identified as being at an early stage of English language acquisition.

There are 47% of pupils eligible for free school meals, which is well above the national average. Twenty-seven per cent of pupils are listed on the school's register of special educational needs which is above average and three per cent have statements of special educational needs which is average, most having moderate learning difficulties. There is a designated special provision for six pupils with speech and communication difficulties.

The school serves an area of significant disadvantage with high levels of adult unemployment and poor housing. The attainment of children on entry to the nursery is well below the national average with a large proportion at an early stage of English language acquisition. Nearly all children attend nursery before entering the Reception classes.

HOW GOOD THE SCHOOL IS

This is an effective and improving school. Although standards were well below average in 2001 tests and assessments for seven and eleven year olds they represented significant progress against their earlier assessment in the nursery. Inspectors judge that a larger proportion of pupils in Years 2 and 6 are on course to attain the nationally expected standards at age seven and eleven. The quality of teaching is good with over half the teaching seen during the inspection being good or very good and this is leading to pupils making better progress. The management of the school has very effectively identified what needs to improve and has set about addressing these issues. The school makes very effective use of a wide range of additional funds to improve the quality of pupils' learning and to promote the attainment of higher standards by all pupils. The school effectively involves all pupils in both curricular and extra-curricular activities. The school gives satisfactory value for money.

What the school does well

- Good teaching.
- The pupils' very good behaviour.
- The very good personal, spiritual, moral, social and cultural development of pupils.
- Very good management by senior staff which has made good progress in creating a primary school from two first schools.
- Very effective use of additional funds.
- The clean and welcoming buildings which, together with some good displays of pupils' work, provide a stimulating learning environment.
- The support for pupils in the designated special provision.

What could be improved

- Standards especially in English, mathematics, science.
- The reliability and accuracy of teachers' marking and assessment of the standards pupils are attaining so that the assessment information gained can then guide teachers' lesson planning.
- Monitoring the effectiveness and impact of additional classroom support on the standards pupils attain.
- The effective delivery of the music curriculum and some aspects of the physical development of children in the Reception classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a new school and therefore there is no previous inspection report.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	-	-	E	E
mathematics	-	-	E	E
science	-	-	E	E

Key

well above average A

above average B

average C

below average D

well below average E

On entry to the nursery children are attaining standards which are well below those expected of this age group. They make good progress in all of the early learning goals in the Foundation Stage curriculum. By the age of five, pupils have made good progress especially in language skills; however, they are still attaining standards significantly below those normally found. By the age of seven, pupils continue to make progress to attain standards closer to those found nationally. In the year 2001 tests and assessments for seven year olds, pupils attained standards in reading and writing which were very low and standard in mathematics were well below the national average. Standards in science were below the average. When compared with schools having a similar proportion of pupils eligible for free school meals, standards in reading, writing and mathematics were well below average. When the results are compared with those predicted by assessments at the age of five then pupils have made good progress to attain these standards.

By the age of eleven pupils attain standards which are well below those typical for their age. In the year 2001 national tests and assessments for eleven year olds, pupils attained standards in English, mathematics and science which were well below the national average. In comparison with similar schools standards were also well below the average. The standards attained by many pupils are significantly lowered by the extended leave they take in Years 5 and 6. These were the first results for this age group for the school.

From a detailed scrutiny of pupils' work over the last year, direct observations of their work in lessons, hearing pupils read and discussing their work with them, inspectors judge that many more pupils are attaining standards similar to those expected in most subjects by the age of seven and eleven. Higher attaining pupils in particular are beginning to attain at the higher levels of which they are capable, especially in science in Year 6. Pupils are making good progress to achieve these standards. The school has set appropriate targets for improving pupils' attainment based upon a range of assessment information and realistically indicate attainment below the national averages. The standards of work seen in information and communication technology were below those expected but are beginning to show improvement due to the recent improved facilities. Standards in religious education, art and design, geography, history and physical education were similar to those expected by the age of eleven. In music and design and technology standards were judged to be below those normally found. Standards in literacy and numeracy were lower than the national average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils are keen to come to school and to work hard.
Behaviour, in and out of classrooms	Very good. Pupils are caring, considerate, polite and courteous.
Personal development and relationships	Good. Pupils get on well together and with the adults in the school.
Attendance	Satisfactory: The figures are affected by a number of pupils who take extended leave during school term time.

Pupils behave very well. They get on well with each other and their teachers and this makes a positive contribution to their learning. They develop well as individuals and show good levels of personal responsibility. Overall, pupils' attendance is satisfactory although a few pupils arrive late in the mornings.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

In all inspectors observed 108 whole or part lessons. All classes were seen for whole literacy and numeracy lessons. Overall the quality of teaching seen was good. Sixty-one lessons were judged to be good or better, thirty-nine judged satisfactory and only eight were judged to be unsatisfactory. Where teaching was strongest, teachers provided well-planned lessons which were challenging and delivered at a brisk pace so that pupils made consistently good progress.

Where teaching had some weaknesses the work was not well matched to pupils' needs and so pupils made more limited progress. Generally there are inconsistencies in the effectiveness of teachers' marking and assessment in identifying what pupils know and can do and what they need to do to improve. This reduces the effectiveness of teachers' lesson planning. The teaching of English and mathematics was mostly good. In all lessons judged to be satisfactory or better teachers paid particular attention to the development of spoken language skills, frequently identifying essential vocabulary. This helped the pupils for whom English is an additional language to satisfactory better progress. Teachers effectively teach the key skills of literacy and numeracy. Pupils identified as having special educational needs were appropriately supported and made good progress when supported by classroom assistants in small group work. Pupils in the designated special provision unit were very well supported in the development of their speaking skills when supported in class and when withdrawn for specialist support. Overall all pupils in the school were effectively supported and helped to make progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. However the current arrangements for the teaching of music do not ensure that all pupils cover the full National Curriculum programme. There are too few opportunities for children in the Reception classes to develop their physical skills.
Provision for pupils with special educational needs	Satisfactory. The procedures for identifying pupils are effective but the individual education plans are not sufficiently focussed and so do not provide sufficient direction for teachers when they plan work for pupils. In contrast for the six pupils in the designated special provision individual education plans are good and indicate clearly the short-term targets for their development. Provision in the delegated special provision is good.
Provision for pupils with English as an additional language	Satisfactory. There is a good level of support which is generally well deployed. However, the support is not always sufficiently focussed upon language skill development in order to give pupils access to all curriculum experiences.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' personal development is very good and they develop a good understanding of right and wrong, the needs of others and the values and beliefs held by those from different cultural traditions and faiths. Spiritual and cultural development is good and social and moral development is very good.
How well the school cares for its pupils	Very effectively. The school is secure. Health and safety checks are carried out. Child protection procedures meet requirements.

The school timetable is well constructed to ensure that all subjects are allocated sufficient time. For most subjects this provides a firm foundation for the delivery of the curriculum, however, the lack of teacher expertise in music means that the full National Curriculum programme is not adequately covered. The limited opportunities for children in the Reception

classes to access large toys and so develop their physical skills means that their progress in this aspect of learning is insufficient. Generally pupils with special educational needs are supported effectively as are pupils with English as an additional language but there is insufficient identification of the targets for the in class support so that support is generalised rather than specific to the identified needs of the pupils.

The school works well with parents, with many supporting in the school during the day. However, some parents would like more accessible information and the opportunity to discuss matters with the school in their own community language.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Senior managers are very effective. However, middle managers are not yet sufficiently involved in monitoring and developing the work of the school
How well the governors fulfil their responsibilities	Satisfactory. Despite having a number of vacancies the governors are very supportive of the school and are made aware of the school's needs by senior managers.
The school's evaluation of its performance	Good. The school is developing its use of a range of information and senior managers have a very clear understanding of its strengths and weaknesses through a detailed audit of the school's work.
The strategic use of resources	Good. The school is making very good use of a wide range of grant aid to support improvements in pupils' learning experiences and the standards they attain.

The headteacher provides clear leadership and direction for the development of the school. He is very effectively supported by his senior staff. They have a very clear understanding of the strengths and weaknesses in the school and what to do to improve. They have been particularly effective in establishing this primary school from two first schools. They recognise that there is still much to do to continue the improvements already made. There are sufficient staff both teaching and non-teaching although teacher expertise in music is limited. The school has had some difficulty in recruiting a specialist music teacher and as a result the full National Curriculum programme is not yet being covered in all year groups. The accommodation is very well maintained and provides a stimulating and welcoming teaching and learning environment. At the time of the inspection the school's playing field could not be used due to the large amounts of broken glass which were a hazard to pupils. There are adequate resources for the delivery of the curriculum and recent improvements in information and communication technology equipment is intended to enable pupils to access the whole curriculum programme in this subject and to raise standards further. The school seeks best value in its purchases but at the time of the inspection had insufficient comparative information to compare its work fully with similar schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children make good progress.• Their children are expected to work hard and achieve their best.• The school is well managed.• Pupils' good behaviour.	<ul style="list-style-type: none">• More information about their child's progress.• The amount of homework.• The school to become more approachable and work more closely with parents.

Inspectors agree with parents that pupils are generally making good progress through their hard work. They behave well and relationships in the school are very good. The school is well managed and the quality of education is improving. Parents do receive sufficient information in annual reports on the progress that their child is making. Overall homework is set appropriately. The school does work closely with some parents and is generally approachable. However, communication with parents could be improved especially with regard to changes that have been made in the way the school operates in comparison with the two first schools from which it was formed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The inspection was carried out in autumn 2001. The pupils who left the school at the end of the summer term were the first year group to take the end of Year 6 national tests and assessments in this recently formed primary school. As a result the data used for comparative purposes at age eleven refers only to the year 2001 results. Inspectors based their judgements on an analysis of test and assessment results, direct observations of pupils in lessons, hearing pupils read and a detailed scrutiny of pupils' present and past work. Discussions were held with pupils where other evidence was limited to establish what they knew and could do.
- 2 The early assessment of children on entry to the nursery indicates that their attainment is well below that normally found, with large numbers of children at an early stage of English language acquisition. By the time these children enter the Reception classes they have made good progress but overall standards remain well below those expected. Most have had access to pre-school experiences in nurseries and show developing social awareness.
- 3 By the end of their Reception Year current children are attaining standards which are below average except in personal and social and creative learning. Assessment information indicates that the expected attainment for these children at age seven is well below the levels normally expected nationally.
- 4 By the age of seven, current pupils are on course to attain standards which are below those normally found. In the 2001 tests and assessments for seven year olds, overall standards in reading and writing were very low being in the lowest 5% compared with the national average and standards in mathematics were well below average. The proportions of pupils attaining the expected Level 2 was very low compared to the national average in reading and writing and the proportion attaining the higher Level 3 was well below average in reading and very low in writing. In mathematics the proportion attaining the expected Level 2 was well below average and the proportion attaining the higher Level 3 was very low. In science the proportion attaining the expected Level 2 was very low and the higher Level 3 was well below the national average. The attainment of boys in reading was significantly lower than the attainment of girls at Level 2 and above. Boys and girls attained similar standards in writing, mathematics and science at Level 3 and above.
- 5 In comparison with similar schools using national benchmark information, standards in reading and writing were well below the average and in mathematics below the average. Although these results are low they represent good progress by pupils as their starting point is well below average and a majority of pupils have English as an additional language.
- 6 From a review of pupils' current work they are attaining standards in English, mathematics and science, which are below those expected nationally. The attainment of more able pupils is above the standard attained last year in the national tests and

assessments.

- 7 In the 2001 tests and assessments for eleven year olds the percentage of pupils attaining the expected Level 4 was well below the national average for English, mathematics and science. The percentage attaining the higher Level 5 was well below average for English and mathematics and very low in science. Using average point score information standards were also well below the national average for English, mathematics and science. In comparison with similar schools the proportion of pupils attaining at least the expected Level 4 was below average for English and well below average for mathematics and science. The percentage of pupils attaining the higher Level 5 was below average for English and mathematics and well below the average for science. The standards attained by about a quarter of Year 6 pupils are lower than expected due to them having an extended period of absence of at least three weeks during their final year.
- 8 It is not possible to compare the progress pupils make from age seven to eleven as the data is incomplete from the two first schools and there have been significant changes in the pupil populations. However, evaluation of available data would suggest that pupils make at least satisfactory progress.
- 9 The school has set realistic and challenging targets for pupils' attainment, based upon a range of assessment information. The assessment information indicates that predicted attainment is below the targets set by the school.
- 10 From a scrutiny of pupils' work and their work in lessons inspectors judge that current pupils are attaining standards at least similar to those attained last year and higher attaining pupils are doing particularly well in science.
- 11 Pupils are attaining standards below those expected in information and communication technology by the age of seven and eleven. Standards are beginning to rise as a result of the improved resources and teaching in the recently installed computer room. For example, pupils in Year 2 are able to produce simple pictures using drawing software and are beginning to word process some of their work. They also have access to the Internet to gather information in support of their learning in the other subjects of the curriculum and this was seen in a Year 6 history lesson on Ancient Greece.
- 12 Pupils are attaining standards in religious education that are typical of those expected in the locally agreed syllabus by the age of seven and eleven. Teachers use the good opportunities in the subject to enhance pupils' spiritual awareness and development.
- 13 Standards in art and design, history, geography and physical education are similar to those typically found. In design and technology and music standards are below those normally found. This is particularly so in music as there is limited coverage of the national programmes for this subject due to limited teacher expertise and to staff recruitment difficulties.
- 14 Standards in literacy and numeracy are below average by the end of Year 6. Pupils are well supported and have opportunities to use and extend their skills across the curriculum. Teachers and support staff effectively develop pupils' speaking and listening skills in English language by good attention to the development of subject

specific vocabulary.

- 15 Overall, pupils are achieving well. Current juniors entered the school with lower levels of attainment than average and make at least satisfactory progress, particularly for those with English as an additional language in their developing use of English. Pupils with special educational needs make satisfactory progress.

Pupils' attitudes, values and personal development

- 16 Pupils' attitudes to school and their behaviour are a strength of the school. They are enthusiastic about the activities provided and take pride in their achievements. Pupils develop self-confidence and a good level of personal responsibility as they move through the school. Relationships in school are good. Attendance is satisfactory overall.
- 17 Pupils' behaviour throughout the school is very good. Pupils play together very well and are polite towards adults and each other. In all but a very few cases pupils behave very well during lessons. Pupils work together in a co-operative and friendly way, supporting one another and sharing materials when necessary. They settle to their tasks well and are generally very attentive, concentrating effectively in group tasks as well as independent work. They listen well and join in when necessary, offering sensible questions and suggestions. They persevere when work is difficult and respond quickly to requests from teachers. Where behaviour is less good, pupils work more noisily and do not always pay sufficient attention to what is expected. During assemblies pupils join in appropriately and take the opportunities provided to reflect on the spirit of the event. Pupils are often well motivated to succeed and take pleasure in giving and receiving recognition for their efforts. Pupils move in an orderly manner about the school and this is particularly well established in the dining hall where good behaviour enables lunchtime to proceed calmly and efficiently. Behaviour in the playground during the inspection was very good and pupils make good use of the opportunities available to them. They organise themselves well to play games, walk around in friendship groups or sit on the seats provided around the perimeter of the playground.
- 18 Pupils' personal development is good and relationships between staff and pupils and amongst pupils are good. Pupils feel secure with teachers and are able to approach them confidently and respectfully to show work or ask for help. They take care of materials and equipment and are able to lay out and tidy away resources without fuss. Those chosen as monitors are proud to show that they can carry out their duties conscientiously. For example, pupils of all ages act responsibly when delivering registers to the office each day and older pupils behave sensibly when managing the cloakrooms and toilets during breaks. Pupils from Year 3 to Year 6 have the responsibility of electing classmates to represent them as members of the School Council. Suggestions for improvements to pupils' experiences in school or matters which pupils want to raise for discussion are then taken to meetings by representatives who learn how formal meetings are conducted and show that they are willing and able to manage the business before them in a very mature way. Some older pupils also act as *buddies* for all pupils by responding to requests for practical assistance and extending friendship to anyone in the playground who is feeling lonely or afraid. A particularly outstanding feature of this school is the way in which some older pupils

take part in interviewing candidates for teaching posts and are responsible for making some of the arrangements for trips out of school by gathering information about venues, planning the itinerary and compiling specific rules to ensure the safety of all participants. A high number of pupils enjoy participating in the extracurricular activities provided by the school such as sports, arts, computer and homework clubs and special events which are often enjoyed alongside members of the wider community, for instance pupils from other schools. This aspect of the school's work makes a significant contribution to pupils' developing sense of responsibility and ability to take control of their own learning of new skills and acquisition of new interests.

- 19 Attendance levels are satisfactory overall. Although a significant number of pupils have periods of extended leave during term-time many pupils have achieved very high levels of attendance, including full attendance over the whole year. The vast majority of pupils arrive at school on time but there are several late arrivals each day. No child has been permanently excluded from school but there have been three pupils temporarily excluded during this academic year for unsatisfactory behaviour which did not respond to the support provided in school.

HOW WELL ARE PUPILS TAUGHT?

- 20 Good quality teaching throughout the school helps pupils to achieve appropriately. Ninety-three per cent of the lessons seen were satisfactory or better, 57 per cent were good or better, of which 20 per cent were very good or better. Seven per cent of teaching is unsatisfactory. One lesson observed was of the highest quality.
- 21 Teaching in the nursery and Reception classes is good overall. In the lessons judged to be very good, teachers and support staff worked well together to provide stimulating experiences which helped pupils to make good progress. Teachers and support staff make good use of home languages as well as English to enable pupils' spoken English to improve quickly.
- 22 The teaching of English is good in both the infants and juniors. Teachers plan the work pupils are to do effectively with clear learning objectives which are shared with the pupils. Overall the teaching of mathematics is satisfactory. Teachers use effective methods in delivering their lessons to enable pupils to make progress. Science teaching is good with some very effective science investigations which enhance pupils' knowledge and understanding. In all other subjects of the curriculum teaching is at least satisfactory and is frequently good. This is helping pupils to make at least satisfactory progress.
- 23 Generally teachers very effectively involve all pupils in the learning activities so that those with special educational needs, speech and communication difficulties and those whose first language is not English make at least effective progress. However, in some lessons the effectiveness of support staff is limited by a lack of clear focus on what individual pupils need to do to improve.
- 24 The basic skills of literacy and numeracy are taught well and the National Literacy and Numeracy Strategies are fully established. This ensures that pupils can learn effectively across the full range of the curriculum. The teachers' knowledge of the subjects they teach is good. This helps pupils to gain skills, knowledge and

understanding effectively. This was clear in a physical education lesson for pupils in Year 5, in which the teacher's very good grasp of what she was trying to achieve led to very good performances of symmetrical and asymmetrical balances. The good methods used by teachers result in pupils showing a very keen interest in lessons. Most of the teachers are skilful in managing their classes. This contributes well to the very good behaviour of pupils and the productive levels of concentration seen during the inspection. The pupils put a lot of effort into their learning and usually work at a good rate. These factors enhance the progress that pupils make. The quality of learning is good, thanks to the good teaching that pupils receive. Those with special educational needs also learn effectively. Overall, teachers plan successfully and have appropriate expectations of their pupils, which result in most being challenged sufficiently to do their best. The teachers question pupils effectively to find out what they understand. However, although the scrutiny of pupils' work reveals that while some teachers use their marking to show how improvements can be made, this is not done often enough by most. Consequently, although pupils get some understanding of how well they are learning from dialogue in lessons, opportunities to extend this through marking are missed. Generally, homework is used appropriately to consolidate the work done in lessons.

- 25 In the best teaching the pace is brisk, the activities chosen closely match the learning needs of different ability groups, and pupils' work is marked in a way that helps them to improve. Where lessons are unsatisfactory, the speed at which pupils are expected to learn is too slow, and the marking of books is not sufficiently regular and constructive.
- 26 Pupils for whom English is an additional language are supported well in lessons by bilingual teachers and support staff. This is most effective when there is a clear focus on developing pupils' language skills. There is a developing programme of targeting individual pupils for this support but this is not yet consistently applied in all classes. The targets for individual pupils are not sufficiently focussed to promote maximum progress.

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

- 27 The curriculum for children under the age of five fully meets the curriculum requirements for this Foundation Stage. Appropriate time and resources are allocated to each of the early learning goals in both the nursery and Reception classes. However, opportunities for children in the reception classes to develop their physical skills are more limited than in the nursery.
- 28 The school offers pupils aged six and over a satisfactory range of learning opportunities which are broadly-based and relevant. Much emphasis is rightly placed on developing pupils' literacy and numeracy skills, but overall, appropriate amounts of time are given to teaching all subjects. Statutory requirements to teach all the subjects of the National Curriculum are met, except in the case of music. It is not clear that the school is currently making adequate provision to cover all that it should in this subject. Religious education meets the requirements of the locally agreed syllabus.

- 29 Pupils with special educational needs, including those with speech and communication difficulties, have full access to the curriculum. They receive appropriate support to enable them to take part in all lesson activities.
- 30 A great deal of good quality, hard work has been done in a relatively short time to produce a system for planning the work that the pupils do. These arrangements, including the provision of a two-year programme for the classes that contain pupils from different year groups, are effective overall. There are satisfactory strategies for teaching the skills of literacy and numeracy. The school acknowledges the need to complete the work it has started, to produce its own schemes of work for science and the other subjects using the national planning guidance issued by the Qualifications and Curriculum Authority. It also recognises that a consistent approach to the way teachers produce short-term plans will help to improve the quality of pupils' learning.
- 31 Further hard work has resulted in the creation of a good range of extracurricular activities, involving both the school's own teachers and outside bodies. Pupils now have an ample choice of clubs providing creative, sporting and study opportunities.
- 32 The curriculum is socially inclusive. The school has created a new post of Inclusion Manager to ensure that all groups have equal chances to succeed by taking advantage of what the school offers. It uses some of its extra funding to ensure this. The teachers are active in making pupils aware of the need for tolerance.
- 33 The provision for personal, social, citizenship and health education is good. All classes have lessons about this aspect of the curriculum each week. Much effort has been put into developing the way in which the pupils learn about relationships. Pupils are aware of their ability to make choices relating to their health. Sex education is taught appropriately through the science curriculum, and suitable arrangements are in place to teach pupils the dangers of drug abuse. The school makes good use of the guidance produced by a neighbouring education authority and is in the process of producing its own policy and scheme of work.
- 34 The school exploits the links it has with the local community very well, in order to widen the range of learning opportunities for its pupils. For example, classes make productive visits to places of worship and to local museums, including one specialising in traditional crafts. Very valuable work done with partner schools adds considerably to the quality of education the pupils receive. For instance, in-service training carried out with the staff of another nearby school helps to share good practice in teaching writing skills. The school contributes well to the training of teachers through its work with a local college.
- 35 Pupils' personal development is a very strong feature of the management and life of the school. Great importance is placed on moral values, such as the need to work hard, and the way in which all members of the school family relate to each other.
- 36 The school promotes the spiritual, moral, social and cultural development of its pupils very well, overall. Spiritual knowledge and awareness are fostered well. Much attention is paid to this aspect of the school's work. A wide range of beliefs is studied in religious education lessons, and significant resources are committed to involving the local education authority's Interfaith Centre in working with the pupils. However, the

teachers sometimes miss opportunities in assemblies to further raise spiritual awareness by, for example, drawing attention to the natural beauty of places visited by pupils. Moral and social development is promoted very well. This provision is underpinned by the very good example that teachers set for their pupils and the school's very effective policy for promoting good behaviour. Pupils are clear about what is right and wrong. Their involvement in drawing up the school rules, and the teachers' constructive application of them, help to make the school a very orderly community. Other measures such as the *buddy system* in which older pupils help others outside lesson time, and the meetings of the School Council made up of members of each class, help pupils to become more mature. Pupils' cultural development is nurtured well through the celebration of their own traditions and religious festivals, and the heritage of others, for example, through the teaching of art and design and literature.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 37 Overall, the school takes satisfactory care to ensure pupils' welfare and the vast majority of parents who shared their views with inspectors report that their children like school. Teachers and support staff know pupils well and are conscientious in establishing and maintaining good relationships between adults and children and this encourages pupils to get on well with each other. Pupils approach staff confidently if they need help and staff remedy any concerns when informed about them. Arrangements for administering first aid and supporting pupils who need extra attention are very good. However, although the school undertakes a range of health and safety risk assessments these are not sufficiently rigorous to ensure that all risks are identified and responded to effectively. Inspectors observed health and safety issues, for example debris on the site, including glass, that were notified to the headteacher for immediate action.
- 38 The school has established a satisfactory range of procedures for providing pupils with personal support and guidance. Good attendance is well promoted and is monitored as a very high priority day to day. Routines include registering all pupils present at the beginning of the morning and afternoon sessions but this does not always occur as promptly as required. However, the appointed administrative staff pay close attention to establishing valid reasons for any absences immediately and have set up sound systems to ensure that late arrivals are accounted for. Awards are presented to those pupils who achieve full attendance and to the class that has the highest attendance each week. The school contacts parents should there be concerns about frequent or prolonged absence and has access to assistance from the Education Welfare Service should concerns persist. Parents are made aware of the importance of avoiding term-time holidays as far as possible, especially when national tests are held, and the school is conscientious in removing from roll those pupils who exceed the permitted period.
- 39 The school has an appropriate range of procedures for identifying pupils with special educational needs that meet the requirements of the national guidelines. However, the general weaknesses in assessment means that identification of what pupils need to learn next is not as effective as it should be. As a result the targets in pupils' individual education plans are too generalised and promote only satisfactory progress.
- 40 The school's procedures to promote good behaviour are very successful in maintaining

a very high standard of behaviour in and out of lessons. A member of staff is designated to develop a system which ensures consistency amongst staff and a framework of rewards to publicly acknowledge individual and group achievements. The school adopts a positive approach that emphasises rewards and constructive management of any unsatisfactory conduct. This helps pupils to learn what is expected. Individual conduct is carefully monitored during lessons and the school builds on its links with parents to work with them should a pupil display behaviour that requires additional support. Non-teaching staff, including lunchtime supervisors, make a very significant contribution to good behaviour. The dining hall in particular is managed so that pupils can benefit from a calm and friendly social occasion with very good opportunities to develop social skills. The playgrounds are sufficient and contain seating which was requested by pupils and is used well. Supervision levels are good and routines are carefully maintained to ensure that adults are on duty in all areas where pupils play. The newly formed school council and the *buddy* system, which provides pupils with a responsible and trusted friend to turn to during breaks and lunchtime, are good additional means of eliminating oppressive behaviour and helping pupils to feel safe and listened to.

- 41 The school's procedures for child protection are good. The school has produced a comprehensive policy that reflects locally agreed procedures and gives clear guidance to staff in response to any concerns. Key members of staff have received appropriate training and the school maintains a good working relationship with outside agencies.
- 42 Pupils' personal development is enhanced by events such as celebration assemblies that highlight and reward significant achievements. In addition, pupils of all ages are given the responsibility of taking registers to the office, relaying messages and tidying and laying out resources in the classrooms. There are opportunities for pupils to act as monitors with a specific responsibility, for instance in supervising the cloakrooms and as playground *buddies*. The opportunities for pupils to develop additional personal skills, for instance through taking responsibility for their own learning, using initiative in lessons and contributing to new school developments are very good. For instance, the School Council is a very good feature of the school's work in providing a formal voice for pupils' views on their experiences in school and improvements which they would like to see. Pupil councillors receive excellent guidance on formal meeting procedures and good humoured, constructive support, according to their needs, to enable them to carry out their duties. Some older pupils are given a very high degree of responsibility, for instance in organising visits and participating in staff interviews at an appropriate level. The school has developed some very good initiatives managed by highly committed learning mentors as part of its extracurricular provision. These activities use Excellence in Cities funding to provide pupils with a wide range of experiences to help them develop new skills, meet new people and generally widen their horizons.
- 43 Overall, the marking and assessment of the work pupils do is inconsistent. It does not sufficiently identify what pupils already know and can do, nor does it identify what they need to do to improve.
- 44 The school has recently put in place a comprehensive system for recording assessment of pupils' attainment and progress. This is at an early stage of implementation and is not as yet having a full impact on pupils' progress. The use of information gained from

assessment procedures is not used throughout the school to enable teachers to plan the next stage of pupils' learning according to group and individual needs. The school is aware of the need to further develop assessment procedures.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 45 The school has established a satisfactory partnership with parents and has identified the need to extend the range of links already established so that parents are more actively involved in their children's learning. Overall, parents have positive views of the school. They are pleased that their children like school and that they are making good progress. The vast majority of parents are satisfied that the school works closely with them. They find staff approachable and feel welcome in school at any time. Most parents are satisfied that the school expects children to work hard and achieve their best. However, they do not always consider that children get the right amount of work to do at home, or that the school is approachable.
- 46 A satisfactory range of information is provided for parents about the life of the school and the progress that their children make. The prospectus is clear about the attitudes and values that the school aims to promote and includes basic information about day-to-day procedures. The prospectus and the annual report from governors provide parents with most of the information that they are entitled to receive. Staff frequently send newsletters home to keep parents up-to-date about school events and procedures. However, all these documents are in English and would be more widely accessible if translated into Urdu and Bengali. Annual written reports to parents on their children's progress provide a very good range of information on what pupils have studied and how well they have achieved, and identify some areas for further development in a general way. However, targets are not specifically focussed to enable parents to use them when supporting their children's work at home. Parents are able to comment in writing on the reports, but pupils' assessments of their own work and aims for the future are not included. Opportunities are provided for parents to consult class teachers and to meet the headteacher should they wish to discuss any points arising from their child's annual report or any other aspect of the education provided. The school provides parents with translators during parent-teacher consultations and some key notices are provided in appropriate languages to enable parents to receive information on the spot.
- 47 Parents are involved in the life of the school and make very good contributions towards supporting their child's learning. Most parents attend formal consultations with staff. Parents are helped to prepare their children for school by being invited into school to meet staff and see some of the activities provided. Most pupils take reading books home and homework is set in some form for all pupils. Diaries are in use to help parents support their children, for instance with specific tasks or exchanging messages with teachers, but this means of linking home and school is not yet fully used in all classes. The school has invited groups of parents into school to find out about what their children are learning and how to help them. The school welcomes requests from parents for assistance and an increasing number want to work with the school in this way. The majority of parents have shown their support for the work of the school by signing a Home-School Agreement that details the distinct responsibilities of staff and parents in working together to promote pupils' academic and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 48 The headteacher of this newly formed primary school was appointed just over a year ago. He has established a clear direction for the work of the school in order to continue to improve standards and the quality of education. As the leader of a strong team of senior managers he has evaluated the strengths and weaknesses of the school clearly and is now planning appropriately for the future development of the school. The development of this school as a primary school has so far been very effective. Senior managers have worked very hard to promote a coherent educational experience for pupils from entry to the nursery to leaving at the end of Year 6.
- 49 There is a very good ethos in the school with a drive towards improving standards and an atmosphere that enables all pupils to learn in a positive and caring school society. The school improvement plan is detailed and over the last year has had a clear impact on improving standards and the quality of education. The plan reflects the aims of the school and is seen as an effective tool for school improvement.
- 50 The school's aims are clearly reflected in the daily work of the school. The good relationships and very good behaviour of pupils, their concentration and hard work and their care for one another all positively enhance their learning and the standards they achieve.
- 51 The senior managers and the governors share a commitment to develop Green Lane into an effective primary school. The school has the capacity not only to sustain its current rapid development but to continue to improve the quality of education and the standards pupils attain.
- 52 The governing body, which has been weakened by several long-term vacancies, effectively carries out its role meeting all statutory requirements. Governors are committed to their work. There is an effective committee structure, which enables the governing body to work efficiently.
- 53 Governors have begun to monitor the work of the school and are beginning to have a clear picture of its strengths and weaknesses. They are well informed by senior managers and are beginning to set challenging priorities for the future development of the school. They are involved in producing the school improvement plan and have established a secure process for linking the plan with setting the school's budget.
- 54 The school has used a programme of classroom monitoring by senior managers and local education authority officers to drive the improvement in the quality of teaching. It has not yet introduced a programme of monitoring by subject co-ordinators in order to further improve the quality of pupils' classroom experiences and the progress they make.
- 55 The headteacher has analysed the recent national assessment information in depth to evaluate the overall effectiveness of the school. He also compares the school's effectiveness with similar schools. Subject co-ordinators are starting to analyse pupils' national assessments in English, mathematics and science to identify any specific weaknesses in pupils' attainment across the whole range of the National Curriculum for these subjects. It is planned to use this information to enable teachers to further

develop their teaching practices.

- 56 The governors have established clear procedures for the performance management of staff and have set clear and challenging targets for the headteacher to achieve.
- 57 There are very effective and efficient systems of financial control. The good use of computer systems ensures that regular budgetary information is available in order to monitor spending and ensure agreed priorities are being met.
- 58 The governors are not yet fully applying the principles of best value. This is the first year that a clear analysis of the school's standards compared to national figures and those of similar schools has been available. All spending is carefully considered and targeted through the school improvement plan, which is produced through consultation with the teachers. Recent developments in information and communication technology have been fully costed. The employment of additional part-time teachers to provide specialist subject expertise has had a positive impact in raising standards in subjects such as design and technology, however, the school is currently having difficulty in appointing a music specialist and this is reducing the progress and standards attained in this subject. The current class teachers have limited expertise in this subject. Governors seek to ensure good value for money in its purchases. As a result of the good progress pupils are making, the good quality teaching and the effective use of resources the school gives satisfactory value for money.
- 59 There are sufficient well-qualified and experienced teachers to deliver the curriculum, with the exception of music. Pupils with special educational needs and those for whom English is an additional language are effectively supported to make satisfactory progress by both teachers and classroom support assistants. However, there is insufficient focus to some support assistants' work so that support is frequently general and is not sufficiently focussed on pupils' special educational needs or their language development needs. The lack of sharply focussed individual education plans for identified pupils exacerbates this situation. The pupils from the designated special provision are very well supported by their specialist teachers and support staff so that they have full access to curriculum experiences and make good and sometimes very good progress. The school makes effective use of some parent volunteers to support aspects of its work.
- 60 The school building provides a good range of accommodation. There are sufficient classrooms and there are two large halls which are also used for indoor physical education. The building is well appointed and in good decorative order. The cleaning staff are very effective and the school provides a welcoming environment in which pupils learn and play. The school environment is further enhanced by a wide range of well-presented displays of pupils' work, which celebrate their achievements. There are secure outdoor play areas. The school playing field was not in use during the inspection as it was unsafe for pupils.
- 61 There are adequate resources to support pupils' learning in all subjects of the curriculum. The library has a reasonable stock of books and is enhanced by having an assistant to manage the resources for both pupils and teachers. There is a newly resourced computer room increasing the number of computers available for pupils' use. There are computers in classrooms for pupils to use to support their learning in the other subjects of the curriculum although overall, information and communication

technology is not sufficiently used to support this learning. These information and communication technology resources have only been in use for about six weeks and are already having a positive impact on the standards pupils are attaining.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 62 In order to continue the development of the school as a primary school and to further improve the quality of education provided and the standards pupils attain, the governors and senior managers should:
- (1) Raise standards in English, mathematics, science, information and communication technology and the foundation subjects Design and Technology and Music, by continuing to improve the quality of teaching and monitoring pupils progress more closely.
(See paragraphs 4, 5, 11, 13, 95, 99, 101, 102, 118, 126)
 - (2) Improve the reliability and accuracy of teachers' marking and assessment and their use of the information gained to guide what they plan to teach.
(See paragraphs 24, 25, 39, 43, 44, 109, 131, 144, 186)
 - (3) Monitor the effectiveness and impact of additional support on standards.
(See paragraphs 26, 54, 59, 66)
 - (4) Ensure the effect delivery of the music and design and technology curriculum and some aspects of the physical development of children in the Reception classes.
(See paragraphs 27, 89, 140, 141, 161, 168)

ENGLISH AS AN ADDITIONAL LANGUAGE

- 63 Overall provision for pupils with English as an additional language is satisfactory. Nearly all pupils come from families of minority ethnic heritage, originally from Pakistan and Bangladesh. Although many parents speak English it is rarely spoken at home. Most pupils speak either Punjabi-Urdu or Bengali at home, although small numbers of pupils speak other languages. When children start nursery most have very little experience of English.
- 64 Provision for children in the nursery is good. A good effort is made to make parents and their children feel welcome. There is good attention to important detail, such as a bilingual notice board introducing staff to parents. The nursery manager sometimes wears shalwar kamees (traditional dress). This is appreciated by mothers and by very small children. The presence of bilingual staff helps parents and children to feel more relaxed and some parents, and occasionally grandparents, stay with children at first. Children gain confidence quickly and make good progress with learning English. The nursery manager sometimes visits children in their homes. The nursery staff assess children in their own language and in English as far as possible. In the first year, children rapidly develop spoken English so that by the end of the year many can communicate quite well, although their limited range of vocabulary hinders progress in many areas of the curriculum. Very few children speak other than their domestic language at home so that the range of vocabulary in the first language is often limited.

Bilingual assistants make very effective interventions to help pupils' language learning by translating when necessary or explaining the meaning of words. There are some instances of children using their first language, for example, children were singing rhymes in Bengali, Urdu and English but overall, too little use is made of the home language in the nursery to help them develop their knowledge, skills and understanding in both languages.

- 65 The good start made in the nursery enables pupils to improve their access to the full range of the curriculum in English as they move through the school. Most classes have access to bilingual support and teachers are aware of the need to develop pupils' grasp of specific vocabulary. However, the good rate of progress children make in the nursery and often in Reception is not always maintained as they move up the school. Overall results indicate that pupils make satisfactory progress in their learning up to age eleven. Pupils' grasp of English improves steadily and their achievement, given their starting point in English, is good, but by the end of Year 6 pupils' use of English remains below average. In the best lessons, teachers put a strong emphasis on oral activities, use questioning skilfully and give time for pupils to work quietly and independently to consider and practise what they have learned. They know individual pupils well and target support carefully. Teachers and support assistants work well together. Teaching materials are adapted to take account of pupils' cultural experience. In the main, pupils are well supported, for example in Year 6 where pupils' knowledge of mathematical vocabulary is reinforced well through the use of flashcards and labels. In Year 5 a pupil newly arrived from Pakistan was helped to make good progress in understanding life processes in a science lesson through well-targeted bilingual support. Higher attaining pupils in Year 3 are able to speak English quite fluently and have learned to use a thesaurus to extend their vocabulary. In most classrooms there are good displays of key words about a range of subjects, but there is little use of pupils' own language to support learning and too few examples of pupils' writing about their own experiences. Opportunities for pupils to practise their oral skills through carefully structured and focussed teaching are too few. Some good oral work was seen in Year 5 where the teacher working with a small group skilfully encouraged a very reticent pupil to talk about a newspaper article using new vocabulary such as 'headline' and 'title'. There was very good support for a Year 4 pupil who was reading a story in Urdu and talking with the teacher in her first language whilst studying the structure of the narrative in the same way as other pupils working in English.
- 66 The school has a new senior management team with a clear sense of direction and vision. There have been some positive developments in the management of funding and organisation of teaching to support language development. There is now good documentation and long-term planning. There are clear criteria for identifying pupils in need of support and the role of the lead teacher and the small team of language support teachers working alongside class teachers has been clarified. Pupils' progress is regularly assessed but pupils' targets are very broad and do not focus well on the particular needs of individual pupils. The school has increased the number of bilingual staff and deployed them well, recognising the differing needs of pupils as their proficiency in English improves. Staff are being trained in a range of strategies to improve pupils' speaking and reading skills.
- 67 The school seeks to improve relations with parents and encourage them to become

more actively involved in the education of their children. A number of strategies are aimed at raising attainment and improving communication between the school and parents, for example, pupils now take books home, and parents or brothers and sisters are asked to listen to children read. A homework diary has been introduced as a means of communication with parents. Efforts are made to encourage parents to take up playgroup and nursery places. Bilingual staff represent the views and values of the community to the school, although communication with the Bangladeshi community is difficult since the school has only two Bengali speakers. The home-school liaison officer now contacts parents on the first day of pupils' absence and systems have been improved in response to parental concern. She has an office in the reception area and helps parents with difficulties in communicating with various agencies. Attendance is improving. The range of conflicting views expressed at the parents' meeting with the registered inspector indicates the need for the school to work with and consult its parents much more. Some important information for parents is translated into community languages but at present the school prospectus is not available in any language other than English. There is no newsletter for parents. There are some difficulties in translating documents for parents because of the number of languages spoken in the community. Some parents are not literate in their own language. Nonetheless the school should consider how to improve communication with parents.

DESIGNATED SPECIAL PROVISION

- 68 The designated special provision is a unit for six pupils with statements of special educational need for speech and communication difficulties. The unit is staffed by two part-time teachers who share the work of managing the provision. There is a full time nursery nurse and the part-time services of a speech therapist.
- 69 The six pupils are well integrated into the school and the provision staff make in class support and specialist withdrawal work is appropriate. These pupils are making at least good progress against the detailed and focussed learning objectives in their individual education plans. They are also making good progress generally in their subject learning in lessons.
- 70 Class teachers in the main school have a good understanding of these pupils' needs and provide appropriate learning experiences to enable them to make real progress. This was particularly so with a pupil in Year 2 who was encouraged to take part in a science investigation and to present his results using a speech synthesiser. The other pupils also provided him with good encouragement.
- 71 In small group withdrawal lessons the teachers, nursery nurse and speech therapist make detailed records of pupils' attainment and progress and then use the information to plan what to teach in the next session.
- 72 The local education authority funds the provision, although the school does subsidise the provision from the main school budget in terms of teaching and learning resources as well as a designated teaching space. Taking the overall cost of the provision into account and the effective support for pupils and the good progress they make, the provision gives good value for money.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	108
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	20	40	39	8	0	0
Percentage	1	19	37	36	7	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	38	545
Number of full-time pupils known to be eligible for free school meals	n/a	237

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	18	139

English as an additional language

	No of pupils
Number of pupils with English as an additional language	493

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	65
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2	44	32	76

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	14	35
	Girls	18	12	25
	Total	35	26	60
Percentage of pupils at NC level 2 or above	School	52 (79)	34 (94)	79 (91)
	National	84 (82)	86 (85)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	30	28
	Girls	15	22	19
	Total	29	52	47
Percentage of pupils at NC level 2 or above	School	39 (78)	68 (87)	62 (82)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	6	31	31	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	21
	Girls	15	11	19
	Total	30	25	42
Percentage of pupils at NC level 4 or above	School	48	38	63
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	13	17
	Girls	9	14	14
	Total	12	27	31
Percentage of pupils at NC level 4 or above	School	19	43	50
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	8
Pakistani	237
Bangladeshi	172
Chinese	0
White	14
Any other minority ethnic group	5

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	5	0
Bangladeshi	5	0
Chinese	0	0
White	2	0
Other minority ethnic groups	1	0

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	27.2
Number of pupils per qualified teacher	22
Average class size	26.7

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	494

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	38
Total number of education support staff	2
Total aggregate hours worked per week	58
Number of pupils per FTE adult	12.7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	21

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000/01
----------------	---------

	£
Total income	1150434
Total expenditure	1074062
Expenditure per pupil	2516
Balance brought forward from previous year	20738
Balance carried forward to next year	97110

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	545
Number of questionnaires returned	307

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	192	96	9	5	4
My child is making good progress in school.	140	140	11	3	7
Behaviour in the school is good.	170	89	18	5	17
My child gets the right amount of work to do at home.	141	98	30	11	17
The teaching is good.	162	114	7	4	13
I am kept well informed about how my child is getting on.	123	117	36	8	16
I would feel comfortable about approaching the school with questions or a problem.	139	111	19	10	22
The school expects my child to work hard and achieve his or her best.	207	73	4	3	11
The school works closely with parents.	119	125	26	11	18
The school is well led and managed.	143	113	7	8	29
The school is helping my child become mature and responsible.	172	90	15	4	16
The school provides an interesting range of activities outside lessons.	150	85	11	7	48

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

- 73 Recent changes have taken place that will help to improve the provision for the children in the Foundation Stage. The teacher responsible for the day-to-day organisation now has more opportunities to obtain information from parents prior to their children joining school and also to have more influence on the way that children are taught in the Reception classes. An appointment of an additional teacher for four afternoons per week has enabled this to happen but it is too early yet to make judgements about the effect that this will have on the children's learning.
- 74 The school has a satisfactory induction programme whereby the teacher and an interpreter make contact with parents prior to the children starting school in the nursery to find out as much as they can about what children can do and about their medical history. Parents of the children in the nursery can stay with their children until they feel that they are fully settled in. These children also have the opportunity to visit the main school building and the Reception classes prior to joining the main school at the beginning of the year in which they reach their fifth birthday. Most children in the nursery attend on a part-time basis but at the present time the afternoon children have less time each day than those children who attend in the morning. This gives an unfair advantage to the children who attend mornings only.
- 75 The nursery and Reception classes are staffed according to national guidelines, with the addition of a bilingual assistant in the nursery. Some of the staff are bilingual and when home languages are used it greatly assists the language development of the children.
- 76 Most children start school with under-developed skills in speaking and listening, knowledge of the world around them, mathematics and physical and personal independence. Very few speak English but use a range of day-to-day words and sentences in their home language. By the time that they leave the nursery, skills in all areas have greatly improved. This improvement continues as children move through the Reception classes but are generally still below those of the majority of children in this age group. By the time they leave the Reception class their personal, social and emotional and creative development is similar to those expected nationally.
- 77 Teaching in the nursery is very good and in the Reception classes it is good overall. In the very good lessons all teaching staff were involved in developing children's knowledge skills and understanding all through the lesson. They were involved with either activities led by the teacher or chosen by the child and the very good questioning and standard of communication both in English and in home languages enabled all children to make at least satisfactory and some good or very good progress. Children were asked challenging questions that made them think. Correct pronunciation and sentences were repeated without children feeling that their contributions were not valued. Resources were plentiful, well planned and applicable to the activity and children were asked to explain what they had done. In other lessons, children were not

always encouraged to share their work with each other. Classroom support was not always fully utilised and letter formation was not taught well. Occasionally some children were not sufficiently challenged and did not make enough progress. For example, in discussion, some children showed a greater understanding of number and word building than the activities demanded.

Personal, social and emotional development

- 78 Most of the children start school with under-developed personal skills. By the time that they leave the nursery their skills in personal, social and emotional development have improved. This is mostly due to the skills of the teaching staff, who always encourage the children to take part in activities and have arranged the room in such a way that material and resources are readily accessible. Children also put things tidily away after use. The teaching staff take great care of the children and can often be seen supporting children on an individual basis. For example, the nursery nurse spent very valuable time talking with new children in the nursery enabling them to become more involved with play in the wet sand. This style of support enables children of all abilities to make good progress.
- 79 In both year groups children play and work well together. They show consideration towards each other and are taught how the effect of their actions affects others. The children are enthusiastic about their learning and in every lesson seen they concentrated on their work and demonstrated very good behaviour. In a game in the nursery, children happily took turns and waited patiently whilst the nursery nurse drew around their shadows in the playground.
- 80 During snack time children eat a variety of food such as carrots, cucumber and crackers and are encouraged to get their own plates and cups and to use knives to cut up food and spread margarine.

Communication, language and literacy

- 81 In both nursery and Reception class children enjoy listening to stories. They eagerly join in when asked to do so to make sad, happy and monster faces and this helps in their understanding of new vocabulary. All adults use talk to good effect both in using and reinforcing a wider vocabulary and when promoting the home languages of the children. This was particularly effective in a mathematics lesson in the Reception class when the teacher used Urdu and Bengali to develop understanding in both languages as well as in English. A combination of home languages and English is used to give greater understanding when enjoying singing games in the nursery. The children make good progress in the nursery and this progress continues into the Reception classes, but by the time they reach the end of their Reception Year many children are still below that which is normally expected. Although there are examples of writing in other languages, this is usually in smaller print and opportunities are lost by not labelling pictures and posters on the walls in the main community languages.
- 82 Children develop their knowledge of initial sounds and this continues into Year 1 but they are not given sufficient opportunities to use initial sounds when reading or to develop their early writing skills in the Reception classes. However, in the nursery they have daily opportunities to make marks and develop their writing skills in the role-

play and drawing areas. By the end of the Reception Year some children are still at the initial stage of making marks on paper and tracing incorrectly over letter shapes, which do not help letter formation but reinforce bad habits. A few children are able to write simple sentences by the end of the year, particularly when using words from their reading books. The higher attaining children are also still working on initial sounds and simple three letter words when they are capable of writing sentences. This is not allowing sufficient progress to take place. Too often children are expected to copy a range of letters or words rather than learning how to form one letter at a time. This style of teaching was observed in lessons and in looking at the work of the Reception children from last year. Few occasions were observed where children were seen to be sharing books with one another or the teacher.

Mathematical development

- 83 Children learn how to count both in their home language and in English in the nursery. Some of them can count to five and some can recognise numbers, they can name simple shapes such as circle, square and triangle, and these are reinforced again in the Reception class. A small number of children in the Reception class can recognise pentagon, hexagon and octagon. They can recount the number of sides and corners relating to each shape. The children enjoy filling containers and know the difference between full and empty, they measure ingredients for cooking, both in the nursery and in the Reception classes. They enjoy cutting out regular shapes from play-doh and describing them to other members of the class. Many can recognise basic colours and by the end of the Reception Year some children will achieve standards that are expected nationally. Many can recognise simple symmetry and know the difference between long and short. Teachers are enthusiastic and plan many activities to reinforce skills and knowledge.

Knowledge and understanding of the world.

- 84 When they start school children have a very limited understanding and knowledge of the world around them. Through visits arranged in the local environment at different times of the year and through the topics about themselves children gain a greater understanding of shape, time and space and improve their vocabulary of every day things. For example, in the nursery, children collect a range of fruits and leaves and use these for printing and for display purposes. In a Reception class lesson, children could talk about the passage of time by using everyday terms. They could demonstrate a sense of chronology by placing a few events in their own lives, for example, ‘When I was a baby I could... and now I can...’. The teaching was very positive and imaginative and enhanced by the use of a video and by support from the teaching assistant and the use of children’s home language.
- 85 The children in the Reception class can talk about how they measured the ingredients and cooked biscuits. Both classes have interactive displays and encourage children to handle materials such as mirrors and fastenings that hold materials together.
- 86 Children in the nursery can talk about their own homes and houses showing a sense of place and recognise the digits in their house numbers. In both nursery and Reception classes children can select resources and use tools safely to construct and build. Children enjoy large construction toys and can build with Lego confidently. Children

in both year groups play together happily with toy trains and railways and their concentration levels are good.

- 87 Children in both the nursery and the Reception classes can control a mouse on the computer to control shapes and to draw pictures but seldom have the opportunity to use the keyboard.

Physical development

- 88 The outdoor play area is used well by the children in the nursery and the theme is often related to the classroom topics. For example, the children have been listening to a story about bears and much of the new vocabulary is related to under and over and between. For example, the nursery staff very imaginatively build an obstacle game so the children could physically go in and out of the equipment. The range of equipment is satisfactory and the children enjoy the safe climbing frame and develop their skills accordingly.
- 89 The provision for physical development is less satisfactory in the Reception class. The children do have two half time-tabled lessons and these enable the children to make satisfactory progress overall but they do not have regular daily opportunities to use the outdoor environment except during the normal playtime shared by other pupils.
- 90 Children in both classes are confident when using scissors and other tools and can make shapes using clay tools with play-doh. There are photographs available of children involved in a range of physical activities such as woodwork and model making.
- 91 Good opportunities were provided in order to ensure that all children take part and made good progress in their learning. For example, young children from other groups were included with the class, and the singing games organised by the teacher included physical activities. The teacher in the other Reception class used percussion instruments to good effect in order to enable the children to make various facial expressions connected to their topic work. The children improved their skills in dressing and undressing although this did take up some considerable time. Children are expected to reach the early learning goals by the end of the Reception Year.

Creative development

- 92 Most children should attain the early learning goals by the end of the Reception Year. Many children in both year groups can mix paints and hold a paintbrush correctly. They look at pictures painted by different artists. For example, children in the nursery are using black and white paints and have looked at pictures painted by Matisse and Van Gogh. They enjoy making collage using a variety of materials and talk confidently about their work. They are able to cut and stick materials and paper together and make choices about the colours that they use.
- 93 Children in both classes enjoy singing but more opportunities are provided for the children in the nursery to play untuned instruments than in Reception. They enjoy singing nursery rhymes in Bengali, Urdu and English. Children in the Reception class are beginning to move to the sound of a rhythm. Tremendous enthusiasm was created

by the use of torches and shadows, both in the tented area in the nursery classroom and in the playground where shadows were caused by the angle of the sun. The children were also able to create their own shapes by using their hands and their bodies. This activity linked nicely with *long* and *longer*, *short* and *shorter*.

- 94 Children are well supported by adults in the role-play area in the nursery. They create imaginative areas and become involved with the activities such as burying the dinosaurs in the sand and making imaginary birthday cakes with sand and straws.

ENGLISH

- 95 Overall, standards in English at age seven and eleven are well below average. In the 2001 tests for eleven year olds the school's results in English were well below the national average. When compared with similar schools, results in English are also well below the national average. This year was the first year of national tests for eleven year olds as pupils worked their way through the school after the change from a first school to a primary school. The evidence gathered during inspection through observing lessons, examining pupils' books and talking to pupils shows that standards are below those typically found at the age of eleven. The majority of pupils enter the school with attainment much lower than that typical for their age group.
- 96 In the year 2001 tests for seven year olds the school's results in reading and writing were very low. When compared with similar schools, results in reading and writing were well below the national average.
- 97 The National Literacy Strategy for developing pupils' skills in reading and writing has been established throughout the school. The literacy strategy has improved teachers' subject knowledge and teaching skills. Evidence gathered during inspection shows that the strategy is having a positive impact on the standards in English. The focus on teaching basic skills and the emphasis on guided reading and shared texts is contributing effectively to the pupils' development in literacy.
- 98 By the age of seven many pupils have moved from a very low base to being able to listen carefully and contribute orally in lessons. However, their speaking and listening skills are below average. They are generally confident in asking questions. Pupils have too few opportunities to develop their speaking and listening skills. However, in lessons where pupils have the opportunity to discuss ideas and work in groups then progress is good. For example, during the inspection pupils in a Year 2 mathematics lesson had the opportunity to work in groups and discuss their measuring activity. Also in a Year 1 geography lesson pupils were developing their speaking and listening skills through the discussion about the travel preparations for *Barnaby Bear*.
- 99 By the age of eleven standards in speaking and listening are below those expected. Where pupils are required to engage in more extended explanation and discussion, standards are higher. For example in a Year 5 literacy lesson, the teachers' good questioning style stretched the pupils' thinking and required them to share their ideas and interpretations of a local newspaper report. In a Year 3 lesson the teaching provided opportunities for pupils to develop their speaking and listening skills. They spoke about their pets at home before reading their big class book entitled *How to Choose a Pet*. The pupils speak with confidence. When given the opportunity, they

enjoy discussions but often they use a relatively narrow range of vocabulary. Where pupils are frequently required to engage in more extended explanations and discussions, standards are higher.

- 100 In a well-organised Year 5 and 6 lesson the pupils were given opportunity to discuss and share ideas about the story of Theseus and the Minotaur. The pupils spoke with interest and confidence and listened well to each other.
- 101 Attainment in reading is below that typically found for pupils who are seven years old. Higher attaining pupils read with fluency and expression showing an understanding of the text and the punctuation, for example speech marks. By this age, higher attaining readers are able to use a range of strategies to read unknown words, for example splitting the word into syllables or sounding out the letters. Pupils with typical levels of attainment understand what they read, can talk about the characters and can predict the development and end of the story. They are able to read silently and with understanding. Lower attaining readers use a range of reading strategies, for example, they use pictures, initial letter sounds and the context to understand the story. Pupils enjoy reading and take their reading books and reading diaries home. They read at home by themselves and with others. Pupils read books from commercial reading schemes and other materials. They read with little expression, however, in some guided reading lessons pupils are encouraged to increase the amount of expression. This develops the pupils' attainment in reading and in speaking and listening. Pupils make good progress in Years 1 and 2.
- 102 By the age of eleven pupils have attained standards in reading that are below those expected. The higher attaining readers read fluently, at speed and with understanding. They can offer opinions about the book. They can talk about the humour in a story, for example, *'I enjoy the jokes in the speech, they make me laugh and make you want to read on'*. Pupils know how to get information from reference books, using the index and contents page, and where to find books in the school library. Pupils read books from commercial reading schemes, and other materials, which are generally matched to their attainment. However, during the inspection there were examples of some higher and lower attaining pupils reading books that were too easy. Lower attaining pupils use phonic clues well. They show enjoyment in their reading and generally take their reading books home.
- 103 Extra English lessons have been introduced in the school's new timetable arrangements. During these lessons in the juniors learn library skills with the support of the school librarian. This is a successful new initiative which will very soon be available to infants.
- 104 Whilst groups of pupils visit the school library for a part of the lesson, the remainder of the class further develop their English writing skills. For example, in a Year 5 class pupils learnt about the changes in the spelling of nouns when they are changed from singular to plural. Pupils also use dictionaries to help with unfamiliar words. During the inspection the extra English lessons in the infants were used to develop pupils' handwriting skills. Pupils in Year 2 are beginning to join letters. In Year 1, pupils were practising letter formation, for example, how to correctly write the letters *a*, *g*, *c* and *d*. Pupils attain a good standard in handwriting by the time they are eleven.

- 105 Attainment in writing is below average both at the age of seven and at the age of eleven.
- 106 In infant classes teachers emphasise the relationship between letters and the sound they make to develop pupils' awareness of spelling patterns, while the recognition of frequently used words is used to support their early writing. The younger pupils starting with low levels of attainment make good progress in developing their writing skills. In a Year 1 lesson the teacher and pupils shared the reading of a very good quality 'big book'. The book was used as a model for the pupils' writing and understanding of rhyming words. Pupils listened carefully to the simple rhyming sentences, for example, *Mr Clog has a log* and understood simple rhyming words to the extent that they were able to group them, for example those words ending in *en*, those words ending in *og* and those words ending in *a*. The pupils listened very carefully to the sounds and rhyming patterns. At the end of the lesson the pupils further developed their rhyming and sentence construction skills by singing their class rhyming song. They were able to compose and sing their own rhyming sentences. They thoroughly enjoy this activity. In Year 2 the pupils are able to write simple instructions with understanding of sequencing of sentences, for example *How to make a jam sandwich*. They use capital letters and full stops in their writing.
- 107 Standards in writing are below the average for pupils aged eleven. More able pupils in Year 6 show an understanding of punctuation and are able to use it correctly. They have a good sense of paragraphing, and write more complex sentences. The good literacy displays in classrooms support pupils' learning. In a Year 6 classroom a display entitled, *The Literacy Wall* explained in detail the meaning of, for example, a vowel, a verb, a syllable, a tense, a prefix and a phrase. Standards of presentation are satisfactory overall. Pupils take pride in their work. Higher attainers in Year 6 make correct use of exclamation marks, speech marks, and paragraphs in complex grammatical sentences. In the best examples handwriting is fluent, joined and legible.
- 108 The main focus of literacy teaching in both the infants and juniors is the learning of English grammar. The full range of writing in the curriculum throughout the school is underdeveloped. There is inconsistent practice in handwriting and the range of writing. However, in Year 5, pupils have '*Personal Writing Journals*'. In these books they write, for example, story plans, stories, a diary of daily events and their favourite poems. Also in Year 5 there are some good examples of free writing and pupils make use of descriptive words, for example, *birds were still darting and diving through the air*. Older junior pupils have a good knowledge of adverbs, for example, *delicately*, *simultaneously* and *breathlessly* and show their understanding through short drama activities.
- 109 The marking of pupils' books in the infants and juniors is inconsistent. It consists of mainly of ticks and brief comments, for example good, with no pointers for improvement to help pupils understand how to make progress. Where marking is of a higher quality the teacher makes very supportive and evaluative comments.
- 110 Overall, the quality of teaching observed in English lessons was good.
- 111 In total 21 lessons were observed where pupils were developing their skills in English. In five lessons teaching was judged to be very good. In seven lessons teaching was

judged to be good. In eight lessons teaching was judged to be satisfactory and in one lesson teaching was judged to be unsatisfactory. Teachers are implementing successfully the structure of the literacy hour.

- 112 Overall, the quality of teaching observed in the infant classes was good. Seven lessons were observed. In four lessons the teaching was judged to be satisfactory. In two lessons teaching was judged to be good and in one lesson the teaching was judged to be very good. Both planning and the use of resources, including additional adults, are strengthening teaching and enhancing gains in learning. Teachers are enthusiastic, have good subject knowledge, good planning and organisation, leading to clear objectives, which they share with the pupils. These factors, alongside good management of time and pace to the lesson enable pupils to make good progress in their skills and understanding.
- 113 Overall, the quality of teaching observed in the junior classes was good. Fourteen lessons were observed. In four lessons teaching was judged to be very good. In five lessons teaching was judged to be good. In four lessons teaching was judged to be satisfactory and in one lesson teaching was judged to be unsatisfactory. Where teaching is less effective, the pupils' tasks do not match the clearly identified learning objectives and behaviour management is poor, so little learning takes place. In the most effective lessons the pupils were inspired by the teaching and totally involved in all aspects of the lesson. For example, in part of a Year 5 lesson the pupils read from the book, *The Angel of Nitshill* by Anne Fine. They were investigating how characters are presented through the dialogue and how an author creates effective characters. High expectations were set by the teacher and the pupils made very good progress.
- 114 Pupils who have been identified as having special educational needs make satisfactory progress overall. However, teachers do not make consistently good use of pupils' individual education plans. As a result, not enough attention is paid to the particular difficulties pupils might have with learning. When pupils' individual education plans are used well the teacher and support assistant are fully aware of the pupils' needs and plan the lessons well. As a result, these pupils make good progress. In the very good lessons pupils are very enthusiastic and have the confidence and knowledge to help each other.
- 115 The resources for English are good. The school has recently purchased a very large selection of teacher and pupil books for use in literacy lessons. All books are very well displayed and organised. All pupils have the opportunity to take fiction and non-fiction library books home.
- 116 The new library was introduced in December 2000. The new books purchased in 2000 for literacy teaching have significantly raised the profile of English teaching and learning within the school. The library is a large resource area and is a stimulating learning environment for all.
- 117 The subject is very well managed by two co-ordinators for English, who are skilled and knowledgeable practitioners and who are fully committed to the raising of standards for all pupils. They have provided extensive guidance and support to teaching staff and have a good understanding of the teaching of English and the school's needs within the subject. There has been extensive monitoring of the teaching of English.

The monitoring has successfully identified the strengths and weaknesses in the teaching and learning. It has enabled the senior management team to be able to provide appropriate training and support for teaching staff. However, the monitoring process has not yet resulted in consistently good teaching across all year groups and classes.

MATHEMATICS

- 118 Overall, standards in mathematics are well below those normally found. By the age of seven pupils attained standards in the national tests and assessments for 2001 which were well below the national average and the average for similar schools. In the 2001 national tests and assessments for eleven year olds, pupils attained standards that were well below the national and similar school averages.
- 119 Inspection evidence confirms this. Pupils enter the nursery with very low levels of attainment and make good progress before starting work on the National Curriculum. However, at this stage, their standards are still below the levels normally found. Nonetheless, pupils achieve satisfactorily as they pass through the rest of the school. Generally, those with special educational needs make similar progress to the other pupils, and some in the junior part of the school make very good gains in learning.
- 120 Pupils aged seven do best in their number work. They read and write numbers to 100 and are beginning to understand that the value of each digit depends where it is placed. They use symbols to represent number operations such as adding and subtracting, but do not give reasons why their answers are correct. They sort shapes to show whether they are symmetrical or not, but do not have enough experience of weighing.
- 121 In the junior part of the school, the scrutiny of pupils' books shows that in Year 4 they work above the expected level when they find the perimeters of squares and rectangles by measuring. However, they do not always remember to write the biggest number first when they are subtracting. Some in this year group do not work quickly enough in lessons, and so make less progress than pupils of other ages. Eleven-year-olds work confidently with some aspects of number. For example, they already calculate 40% of 40. However, they are not yet sufficiently confident in multiplying. They record the results of their work in an organised way, but it is not clear that they develop their own strategies for working out problems. In handling mathematical data, they work at a good standard in finding the mean of items totalling, for example, 30. However, they do not use and understand the mode and the range of the data they work with.
- 122 Overall, the teaching is satisfactory. This results in the pupils learning effectively, including those with special educational needs. However, unsatisfactory teaching was seen on two occasions in both the infant and junior parts of the school. Overall, the strategies and methods used by teachers are good. As a result, pupils gain skills, knowledge and understanding effectively. For example, in a lesson for pupils in Year 2, the teacher used plastic cubes well to show how the ten times table builds up. The very good behaviour seen in lessons is due, in part, to the teachers' skilful management of classes. This also helps pupils to concentrate well. The brisk pace at which many teachers conduct lessons enhances the good levels of interest shown by most pupils. Where teaching is unsatisfactory, the pace of learning is too slow, inappropriate methods are used to get ideas across or the tasks set are not matched well enough to pupils' learning needs.

- 123 Teachers are working hard to meet the needs of all pupils especially those whose first language is not English. However, teachers do not always identify the key mathematical words and help pupils to learn and understand them. This reduces the progress some of these pupils make.
- 124 The work done in mathematics does not always help pupils sufficiently to develop their literacy skills. In some Year 1 and 2 classes there is too much use of printed worksheets. This reduces the opportunities for these pupils to write about the work they do. Mathematical skills are developed satisfactorily in other subjects. Pupils make good use of graphs in their science work. Throughout the school, not enough use is made of computers in mathematics lessons.
- 125 A newly-appointed teacher has taken over responsibility for managing mathematics. He works conscientiously and effectively, for example, he has drawn up a good action plan to develop work in this subject, but it is too early to judge the impact of his efforts on pupils' achievements. Learning resources have been improved, but more are needed, especially to give pupils experience of measuring in different ways.

SCIENCE

- 126 Many pupils start the school with little background knowledge and experience of the world on which to build scientific understanding. By the ages of seven and eleven standards are below the national average in the national tests and assessments. Pupils achieve steadily throughout the infants to attain standards which are well below average. During the juniors pupils make good progress as their language skills develop and the breadth of their scientific knowledge expands. At the end of the juniors the pupils are achieving in line with national expectations, with some pupils achieving above that level. Some Year 6 pupils could explain clearly the effects of forces on an object thrown into the air, demonstrating very good understanding of the principles involved. Attainment in science is improving.
- 127 Pupils progress in the infants across all the required areas of learning is satisfactory. Year 1 pupils explore hard and soft materials and record their findings in words and pictures. Year 2 pupils use very good scientific language to describe the properties of materials. Year 1 and Year 2 pupils grow plants and bulbs and can illustrate and explain what they need to flourish. All this work is characterised by greater use of good scientific language. Progress in the juniors accelerates. Year 3 pupils working on a unit of work about their body were able to clearly identify all the teeth in our mouths and explain the purpose of each tooth. They investigated their own mouths with mirrors and drew carefully what they observed. In Year 4, pupils explored electric circuits and were able to predict whether or not a drawn circuit would light a bulb. In Year 5 the pupils studied their bodies and explored healthy foods and could say what constitutes a good diet. These same pupils, as part of a combined design and technology and science project, made small models to simulate the buzzing of a humming bird. As they explored the effects of changing the tension of an elastic band they could demonstrate an understanding of the relationships between vibrations and sound. The Year 6 work on forces demonstrated clearly very good ability to use scientific language and to measure accurately, in this case in Newtons.

- 128 Teaching is good overall, with examples of very good teaching that challenges the pupils. In the one unsatisfactory lesson seen the pupils were not sufficiently engaged in their work. In the good and very good lessons seen the lessons were effectively organised to involve all the pupils. In these lessons the pupils were encouraged to use scientific knowledge, challenged to explain their comments and encouraged to work together to explore the principles of scientific investigations. This good teaching was at times helped by the effective support from other adults in the class who helped with the explanations of scientific language, translating for pupils who are at an early stage of learning English as an additional language. This additional support also contributed to the lessons by, for example, giving illustrative examples of food from different cultures to help to fully explain the aim of the lesson.
- 129 The pupils approach their science lessons with considerable enthusiasm. They work together in their experiments and investigations, for example they share their Newton meters, pass food around the class to be examined, share mirrors and help each other with answers. At all times they handled equipment well and safely. This co-operative work enabled all pupils to contribute to the lessons. The pupils who look forward to their science lessons appreciate the school's increasing emphasis on scientific enquiry.
- 130 The co-ordinator has a good understanding of how the school can continue to build on the recent improvements. This good leadership has helped the school focus on concentrating the teaching on the use of investigations as a teaching strategy. The school is also focussing on the use of good and accurate scientific vocabulary. The co-ordinator has made a full audit of the school's needs and has planned to work towards satisfying them. The school has invested heavily and well in adding equipment that is necessary for its objectives to be achieved. These resources are well managed and available for use. The school has monitored the quality of teaching and learning and has made an audit of what the key steps are to improve. The school has a broad plan for all the aspects of the curriculum. This ensures that all the pupils have the opportunity to experience the full National Curriculum while they are at the school.
- 131 Assessment of the work of the pupils is at an early stage of development and it is recognised that this is not rigorous enough to ensure effective teaching focussed on the needs of the pupils. The subject contributes well towards the pupils' social development as the pupils are required to work co-operatively in lessons. The school also uses the wider environment to enhance learning. Pupils have visited a local park to identify plants, and taken part in a skipping competition to show how exercise can affect their bodies. Others have visited Cliffe Castle in Keighley to investigate living and extinct animals, and The Colour Museum to extend learning about light. Many have watched a theatre group dramatising facts about the universe and its stars and planets.

ART AND DESIGN

- 132 The attainment for seven and eleven years olds is average for their age. However, attainment in observational drawing in most of the year groups is below that which is normally expected. This is due in part to the limited knowledge and skills of the teachers. It is also a result of the recently introduced art and design programme of work, which is set at too high a level by teachers in some classes, where the pupils have not previously been taught the appropriate skills. For example, pupils in Year 5

did not have the appropriate drawing aids or the skills to copy paintings of famous artists such as Renoir and Cézanne.

- 133 When pupils draw illustrations in their books in a range of subjects or are working at observational drawings the results are disappointing, as the guidance and teaching that they have received is inconsistent across the school. However, in the Year 6 classes, pupils are more careful in their drawings and have received some good teaching that enables them to sketch more accurately using drawing pencils.
- 134 The school has benefited from having various artists and technical experts working in the school. They have produced work that brings together literacy, music, dance, art and animation. These have been very successful projects and some of the work has been performed as part of the Bradford Festival.
- 135 The information and communication technology strand has become part of the *Interactive Multimedia Pod* and is exhibited at the Cartwright Hall. Whilst other projects are a lasting reminder of completed work that is now used by other classes as a useful resource. For example, the animation disc that informs pupils of a suitable diet and a healthy way of living. Other work produced by pupils includes some very imaginative textile work inspired by Mondrian done during art club and the drawing and modelling of people in action as part of a project by pupils in Year 6 inspired by Alberto Giacometti's work of *The Pointing Man*. Year 1 pupils working with textiles and learning how to weave and plait with different materials produced work of a high standard. Pupils in many classes were mixing paint during the week of the inspection, but this technique lacked progression as pupils moved through the school.
- 136 Good links with information and communication technology helps pupils use their skills to good effect. For example, designing greeting cards in Year 3 using graphics and text to good effect and in Year 2 where pupils use the work of artists, such as Mondrian to design their own patterns.
- 137 Teaching is satisfactory overall. However, there was some unsatisfactory teaching. In satisfactory lessons pupils are encouraged to evaluate their own work and to be responsible for their own learning through making their own decisions about the appropriateness of their work. The school has begun to use the national guidelines but has not yet had time to adapt it to the needs of the pupils. Where teachers have developed ideas through collage using various textures, the teaching and learning has been more successful. Teachers also encouraged pupils to look carefully at how different artists show colour, shape and line to express movement. This produced some successful work in the Year 5/6 class and enabled the pupils to make good progress. In the less successful lessons skills are not taught effectively. For example, despite paint mixing being taught successfully from nursery onwards too much time is spent on practising mixing in the infant and the junior classes rather than applying skills and techniques in their creative work.
- 138 Pupils' attitudes and behaviour are generally good. They enjoy their lessons and are enthusiastic about their work. They are particularly enthusiastic when teachers demonstrate their own skills or when they see the work of other pupils in the class. Behaviour occasionally deteriorates when teaching does not meet the needs of the pupils and they do not concentrate as well as they should.

- 139 Classrooms are well organised and pupils' work is displayed well in classrooms and around the school. The programme of work is in the early stage of development but the co-ordinator has made a good start in organising the work to ensure that pupils make progress. Resources have been bought and well organised to enable teachers to develop their lessons, but not all teachers are using the appropriate materials. Although the co-ordinator has monitored the teachers' planning to ensure coverage of the subject, there has been limited opportunity to monitor teaching and learning and to develop teachers' skills, particularly in observational drawing.

DESIGN AND TECHNOLOGY

- 140 By the age of seven pupils are attaining standards below those typical for their age. Most pupils are able to make structures using tools and combine components. In Year 1, for example, pupils have made structures using levers, pivots and split pins. With adult help, they were able to cut card and assemble mechanisms. Pupils have found out about levers by using construction toys. In Year 2, pupils are increasingly skilful in using hacksaws, scissors, dowel rods, wheels, glue and cardboard to assemble four-wheeled vehicles. Pupils' attainments are below average for three reasons: their lack of fluency in using English makes it harder for them to understand aims, objectives and instructions quickly; although the specialist teacher who teaches a majority of classes is very effective, he has only been employed in this capacity for ten months and there is much still to do to raise standards; standards are low in food technology because the school has inadequate resources. There is, for example, no special area for learning about cooking or food preparation.
- 141 By the age of eleven, standards are about average. Pupils have looked at differently designed wind chimes and can say that *the smaller the tubes, the higher the sound*. In Year 5, pupils learn how to safely construct humming birds. In Year 4, pupils' skills in stitching are embryonic but good teaching helps them to improve. Other pupils have designed breads of different world faiths. This cross-curricular link between design and technology and religious education helps pupils develop a greater understanding of both subjects.
- 142 Most pupils, including those with special educational needs, make sound progress, developing their skills in making things but are less skilled in designing or evaluating. More able pupils achieve well.
- 143 The quality of teaching is good throughout the school. Planning is good being based on the scheme of work produced nationally. Teachers usually manage pupils well. Pupils respond well. They concentrate and work hard throughout lessons. Pupils enjoy making things and have positive attitudes. Many pupils express enthusiasm for design and technology. The specialist teacher prepares and uses resources that are sometimes of exceptional quality. This illuminates learning, making it much easier for pupils to gain a deeper understanding of both design and manufacture. Teachers pay good attention to health and safety when helping pupils to develop skill in using a saw or a glue gun. In most classes, pupils behave very well and show very good attitudes to learning. As a result they learn well.
- 144 Leadership in design and technology is satisfactory in that teachers are guided informally.

Both the subject co-ordinator and the specialist teacher do not yet influence subject development systematically, for example by monitoring, evaluating and exemplifying good practice. The resources for learning are often good except with regard to teaching and learning about food technology. The main areas for development are to raise standards in the infants, to strengthen subject leadership and to improve the resources for food technology.

GEOGRAPHY

- 145 Overall standards in geography are satisfactory. The inspection took place early in the academic year and the available evidence indicates that the majority of pupils are in line to achieve standards normally expected for pupils aged seven and eleven. However, a significant minority of pupils achieve standards that are below the expected levels. This is mainly due to an inadequate scheme of work prior to the current academic year and low levels of literacy skills which have limited the pupils' ability to access information from a variety of sources. In September 2001 a policy and comprehensive scheme of work based on national guidance was introduced throughout the school and is already improving progress.
- 146 Appropriate time is allocated to the teaching of geography and an increased emphasis has been placed on the acquisition of geographical skills and concepts. A scrutiny of the pupils' current work in both the infants and juniors indicates that rates of progress and the amount of work covered have improved this year.
- 147 By the age of seven pupils are beginning to develop an awareness that their own home locality is different from a Scottish island. Some pupils can use appropriate vocabulary such as: *mountains, hills, coast, roads* and *buildings* to make observations about the physical and human features of localities. *Barnaby Bear's Travels* enable the youngest pupils to respond to questions about places and environments and this work has also helped them to appreciate differences between hot and cold climates. The pupils have also visited the immediate environment around the school and can identify some of the main features that give the area its character. Some Year 2 pupils can identify these features on simple maps and plans.
- 148 Very few geography lessons were seen in the juniors. However, together with the scrutiny of previously completed work and from discussions with pupils, it is evident that the geography curriculum is now secure but is at an early stage of implementation. In Year 3, pupils can describe some of the features that make Maningham an urban area, and in Year 4 pupils can talk about how they would like to improve their local environment. This work has enabled them to appreciate how people can both improve and damage the environment. The Year 5 and 6 pupils are gaining some understanding of the wider world through visits to places such as Cartwright Hall Art Gallery to see Bangladeshi craftspeople at work. Studies of Kenya, and more recently France, have also enabled pupils to demonstrate their understanding of the physical and human features of distant places. Through these studies the pupils are developing appropriate skills in the use of atlases and globes. There is evidence that the digital camera has been used by pupils to record aspects of a residential visit to London. However, the use of information and communication technology to promote the pupils' geographical skills is underdeveloped.

- 149 Pupils with special educational needs make satisfactory progress commensurate with their abilities. In two of the lessons observed pupils whose English acquisition was at an early stage were receiving appropriate bilingual support and were able to access the full range of activities during the lesson.
- 150 In all cases pupils demonstrate positive attitudes towards their work, although they became more involved when they have practical things to do or can engage in discussion and questioning. For example, when Year 2 pupils worked in groups and used collage materials to portray the differences between Bradford and a farming community on a Scottish island.
- 151 Behaviour was almost always very good, and where opportunities were available for small group working, pupils conducted themselves responsibly as when Year 5 pupils were investigating aspects of French lifestyle.
- 152 Overall, teaching is satisfactory. The quality of teaching is never less than satisfactory and there were examples of good teaching seen in both the infants and juniors. In all lessons the pupils are provided with very positive and constructive oral feedback about their work. In a Year 5 lesson the teaching was good because resources were used well. The teacher gave very clear instructions and explanations and provided opportunities for the pupils to share opinions and to research their ideas about everyday life in France. Satisfactory teaching could have been improved further by providing the pupils with more opportunities to pose their own questions and by introducing them to a range of appropriate information and communication technology software. The marking of previously completed work almost always refers to pupils' handwriting and grammar and rarely makes reference to the geographical skills and concepts which the pupils are developing or what they need to do to improve.
- 153 The recently appointed geography co-ordinator has undertaken an audit of the programmes of study in geography. This work has resulted in the production of a coherent long-term plan and a recognition that further resources will be required in order that the newly constructed scheme of work can be implemented fully. The role of the co-ordinator is to be further developed to enable her to monitor the quality of teaching and learning in geography. The well-conceived action plan produced by the co-ordinator should now become an integral part of the School Improvement Plan.

HISTORY

- 154 By the ages of seven and eleven standards of attainment in history are broadly in line with those expected. However there are a significant number of pupils who achieve standards below the expected levels. This is in part due to low levels of literacy which inhibit pupils' access to the full range of written resource material necessary to develop the essential concepts and skills in history. The recently constructed scheme of work, based on national guidance, is now providing appropriate guidance to the teachers so that they can build on what the pupils' already know. Most pupils have a satisfactory knowledge and understanding of the work covered from the newly constructed scheme of work but their overall knowledge of key historical people and events is less secure than it should be. Most pupils make satisfactory progress, although some are capable of making faster progress towards more ambitious outcomes.

- 155 It was only possible to observe four lessons in the juniors. No history lessons were seen in the infants. From a scrutiny of previously completed work and from discussions with pupils it is evident that the youngest infant pupils are developing an understanding of past and present and change over time by comparing baby photographs with current photographs of themselves. Older infants talk about toys they play with and make comparisons with the toys an adult visitor played with when she was a child. They can make simple comparisons between everyday objects found in a Victorian and a modern kitchen. The higher attaining pupils can find answers to some simple questions about the past from sources of information. Year 2 pupils can use a simple time line to record the major events in the life of Florence Nightingale and can recall a few facts about how hospitals have changed since that time. These activities are enabling the pupils to develop a sense of chronology and to recognise that there are reasons why people in the past acted as they did.
- 156 In Year 4, pupils who were studying Tudor England used an inventory from the house of a Tudor merchant and made inferences about the life style of rich and poor people in Tudor times. Pupils were able to refer to works of art from the period to support some of their ideas. Some of the higher attaining pupils were using this source information to give reasons why they thought changes over time had occurred. Year 5 pupils were receiving instruction from their teacher who had adopted the dress and behaviour of a Victorian schoolteacher. In this lesson the pupils demonstrated the skills and knowledge which they had previously learnt about Victorian school children and the differences between the life and work of town and country children. Year 6 pupils were using primary and secondary source material to demonstrate that some aspects of everyday life such as arithmetic, sport and games were rooted in the culture of Ancient Greece. Many of these pupils subsequently went on to recount, in diary form, the experiences of a child from Ancient Greece. Some of the pupils were able to talk about the use of the Internet to provide appropriate images to enhance their work on Ancient Greece. Pupils with special educational needs and those pupils who are at an early stage in their acquisition of English receive well-targeted support.
- 157 In the lessons observed the quality of teaching was satisfactory. No unsatisfactory teaching was observed. In Year 6 the quality of teaching was very good. This was characterised by a well informed and lively, enthusiastic style of presentation. This enthusiasm was transmitted to the pupils who clearly demonstrated an interest and enjoyment in the lesson. Expectations were very high but a *lightness of touch* provided for very good relationships with the pupils. Questions were used very well to challenge the pupils' thinking and to assess their understanding. In this class the quality of marking is also very good. Evaluative comments on the pupils' work gives them clear information about what they need to do to improve. Where the teaching was satisfactory rather than good, the higher attaining pupils were not always given sufficient scope to develop their reasoning or enquiry skills. Occasionally the teacher gives instructions without ensuring that all the pupils are listening. Other than in Year 6, the teachers' marking rarely comments on the pupils' developing skills and knowledge in history but generally concentrates on presentation, spelling and grammar.
- 158 Actors from a local theatre in education company have been employed by the school to present characters such as Florence Nightingale, Queen Victoria and Henry VIII. These animated presentations have provided very good consolidation of skills, knowledge and concepts taught in history lessons and the pupils gain considerable

enjoyment from their involvement with the actors.

- 159 In all cases the pupils show enthusiasm for history and respond well in discussion when they are provided with opportunities to do so. Their attitudes and behaviour in lessons are generally good. When required to do so they work well in groups. Boys and girls work well together.
- 160 The recently appointed co-ordinator has produced a helpful policy document and action plan for the development of the history curriculum. The co-ordinator has undertaken some monitoring of the pupils' books but has not yet had the opportunity to monitor the quality of teaching. Book resources are generally adequate but further resources such as works of art, video materials and historical artefacts are required to ensure that all aspects of the scheme of work are fully resourced. Visits to museums and historic houses such as Bolling Hall are used well to provide the pupils with first hand source material.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 161 Most seven year olds attain below-average standards, as do eleven year olds. Standards of achievement for most pupils, including those with special educational needs, have been well below average but are now improving considerably. Pupils' knowledge and skills vary quite widely but boys do as well as girls. There are no differences in the attainments of pupils from different ethnic groups. Most pupils have particularly poor skills in control technology, such as in using sensors or in knowing how to control a robotic toy. Standards in modelling or amending data in spreadsheets have been below average. This is because there has not been enough teaching on how to use spreadsheets or about control technology. The school has recently improved facilities and planning and should now be able to raise standards rapidly.
- 162 Pupils in the infant classes use word-processing programs to draft ideas and edit text. By seven, most pupils know how to edit mistakes, change the appearance of their pictures, save files and print out their work independently. Most infant pupils, including those with special educational needs, are not fluent in the use of the keyboard and lack confidence in using information and communication technology generally. Standards are now set to improve rapidly for two main reasons: the school has upgraded its facilities, and many teachers have undergone extra training in the use of computers.
- 163 In the juniors, pupils' skills have been well below average but are now improving quickly. Most are not very confident working at a computer on their own because they have been used to working in pairs or threes. The recently improved facilities give many pupils in Year 3 and Year 4 the opportunity to work independently. In Year 5 and 6, although pupils have good access to the computer suite for an hour a week they have had no computers in their classrooms for use in other subjects. The school is rightly addressing this situation in order to ensure all pupils have equality of access to information and communication technology throughout the week. Recent improvements in teaching and in facilities are already having a good impact upon standards. Most pupils can select and copy clip art images into a word-processing program, add their own text, save and print. Pupils have begun to use the facilities available on the Internet and the Bradford Grid for Learning or *EduNet* to support

their work in history and religious education. They have an increasing understanding of the features of word-processing software such as the tools to correct spelling and grammar. Older pupils do not yet know how to construct a web page or how to set up a sensor to automatically switch on a device. They are however starting to use presentation software to produce reports about visits to Bolton and to collate multimedia images and text. They have not yet learned how to use sound in this work.

- 164 Overall, the quality of teaching is good. Teachers have a growing confidence in information and communication technology and teaching is often effective. As well as including information and communication technology more frequently in lessons, they increasingly use it administratively for writing reports, planning and record keeping. Teachers have a good knowledge of various software programs and are helping pupils to use information and communication technology more and more in everyday work. They are starting to use information and communication technology in subjects such as science, history, geography and religious education, but computers do not yet feature in mathematics work. Teachers do not provide enough opportunities for pupils in Years 5 and 6 to use electronic mail. The absence of this element of the curriculum means that many pupils are not able to fully attain average or above-average standards by the age of eleven. An assessment system is not yet used to provide teachers and pupils with a guide to the development of skills from year to year. Most teachers have sound subject knowledge through receiving extra, government-funded training.
- 165 The school's leaders are taking on board the many changes that have occurred in the information and communication technology curriculum and have set about improving provision with vigour. The computer suite now has enough computers for each pupil to work individually. The network is well organised and easy for pupils and teachers to use. Internet access is straightforward. The layout of the room, though, is unhelpful to teachers or pupils, because pupils have to either face the teacher or the computer, there is little room to write, and monitors are set too high for younger pupils to use for any length of time. The school has introduced the government scheme of work, which provides all pupils with a basic grounding. This has not yet been modified to reflect the below-average attainments of many pupils. The school does not yet have its own website but is developing its own Intranet. Teachers run a weekly, after-school computer club for about 30 pupils with particular talents in information and communication technology, funded through the Excellence-in-Cities initiative. This innovative and well-staffed development is helping older pupils with an aptitude for computers to improve their skills.
- 166 There is much still to be done but recent improvements mean the school is well placed to raise standards further.

MUSIC

- 167 During inspection week the music lessons observed were taught by supply teachers, a specialist peripatetic keyboard teacher and a member of the school staff. Temporary staff taught three out of four lessons observed during inspection week. The school has experienced difficulty with recruitment for music teaching. Specialist music teaching is considered essential because of limited skills of the teaching staff. The school has also experienced a lack of stability of arrangements for supply teachers for music teaching. The senior management team have managed the situation well.

- 168 Standards of attainment in music at the age of seven and eleven are below national expectations.
- 169 During the inspection, pupils in Year 1 were given opportunities to sing and play untuned percussion instruments. They also used large and small multi-coloured streamers to demonstrate their knowledge of long and short sounds. A few pupils were able to accompany the class singing with solo performances on untuned instruments. Pupils in Year 1 also sang with their teacher at the end of their literacy and numeracy lessons.
- 170 Pupils in Year 2 were able to demonstrate their knowledge of the beat in the music they hear. They have good control when playing the untuned percussion instruments. Most are able to play simple beat accompaniments to a song, listen to a piece of music and move with confidence to demonstrate their understanding of long and short sounds.
- 171 Pupils in Year 6 were able to sing in unison and in a two part round. They sang *Row Row Row the Boat* with and without accompaniments. They listened well to the rhythmic and melodic accompaniment played on the keyboard. They were able to identify and remember the beat and rhythms of the song and play these sounds using beaters and drumsticks. The pupils performed the song in unison with their accompaniments both as a whole class and in groups. When working in groups the pupils enjoyed sharing their ideas and listening to each other. They were also able to sing the song from memory with their beat and simple rhythmic untuned accompaniments. Pupils with special educational needs make satisfactory progress in music. There was no evidence of pupils singing in assembly. However, when talking to pupils they were able to remember and perform a few songs they had sung in previous school assemblies.
- 172 The quality of teaching in the infant classes and junior class was satisfactory overall. The teachers displayed good subject knowledge and the lessons were effectively planned. They were delivered effectively so that pupils made progress in developing skills and understanding.
- 173 The pupils' behaviour and attitudes in music lessons is very good. The pupils have a desire to learn about the subject as observed in lessons and through discussions with them.
- 174 During inspection a small group of pupils from Year 4 were learning to play music on a keyboard. They were able to read the notation and play the notes on the instrument. The school provides good keyboard music teaching. The pupils thoroughly enjoy these lessons and make good progress.
- 175 The lack of co-ordination over time has resulted in the full National Curriculum programmes of study not being covered. The school has insufficient resources to deliver the full programme of study in music. The senior management team has identified the need to introduce and develop extracurricular music provision.

PHYSICAL EDUCATION

- 176 Standards in physical education are typical of those expected nationally at seven and eleven. Pupils overall make satisfactory progress in all aspects of the physical education curriculum. Those that have special educational needs, or are in the early stages of acquiring English language skills, are assisted and supported by their peers as well as extra adult helpers. This support enables these pupils to play a full part in the activities and make good progress.
- 177 Throughout the school the pupils enjoy their lessons and their attitude to the work is good. They behave well, take part enthusiastically and follow instructions promptly. Year 1 pupils concentrated hard learning how to co-ordinate their eyes, arms and hands to catch beanbags and quoits. Year 5 pupils eagerly created symmetrical and asymmetrical shapes with their bodies and they worked hard to explore progressively more difficult targets. All pupils worked well in small groups and enjoyed demonstrating their achievements to the whole class and visitors.
- 178 Pupils in Year 6 expressed themselves imaginatively through dance and reflected through movement the rhythm of a piece of music from the soundtrack of *The Mask*. In this lesson all the pupils demonstrated a love of dance and at the end of the session were able to evaluate their performances. Other pupils in Year 6 demonstrated improving tennis skills learning how to hit the ball over the net to the best effect. In all lessons the pupils warmed up and warmed down in their lessons. Teachers and pupils were always dressed appropriately and the changing room procedures were well managed.
- 179 Overall the quality of teaching is good. Most of the teaching is good or very good, with one example of outstanding teaching. Teachers have good control and manage their pupils well. They were all clear about what they wanted the pupils to achieve and they explained the effect that good exercise has on the muscles. The pupils understood the importance of physical education. When teaching was very good or outstanding the lessons were well structured and the teacher challenged the pupils to improve. For example, in a Year 5 lesson the teacher made the pupils know exactly what was required, they created complex balances in small groups, worked in near silence as they concentrated on their tasks and evaluated their achievements. At the end of this lesson the pupils attained standards well above what would be expected for this age.
- 180 Leadership of physical education is good. The co-ordinator has only been in post for seven weeks. In this time she has evaluated the resources and planned her strategies for improvement. A scheme of work is in place that gives satisfactory time to cover over all aspects of physical education. Resources for physical education are generally good, well stored and safe. However the hall, playground and the school field do not make the teaching of the subject safe or easy. The school hall has very bad acoustics and is a thoroughfare; teaching in here is difficult. The playground is sloping and all small equipment tends to be running away from the pupils handicapping skill development. The field is badly maintained, dangerous and insecure. There are holes in the grass, litter that is both unpleasant and could injure pupils is lying on and around the playing surfaces, and the fencing is insecure, allowing open access onto a busy road and derelict property.

RELIGIOUS EDUCATION

- 181 Most pupils attain standards which are close to the expectations of the locally agreed syllabus for religious education by the age of seven. By the age of eleven, standards of achievement are average. Many pupils develop a good understanding of major world faiths.
- 182 By the age of seven, pupils have begun to understand some aspects of how Sikhs celebrate Diwali, the festival of light, and reflect on the value of helping others. They can give examples of how they are aware of and show consideration for the needs of their fellow-pupils and their teachers. They all recognise Guru Nanak's name. When they learn about Guru Har Gobind they become involved in his story and are able to predict the outcomes because their teacher is a sensitive and careful reader. Year 2 pupils experience moments of wonder during their studies when the learning support assistant brings a tray of lit candles into their circle discussions to act as a focus for reflection. Pupils have written that the '*Holy Qu'ran is a special book*' and know that good Muslims pray five times a day. Pupils are able to describe a symbol of Judaism as the Star of David, and the Cross as a symbol of Christianity.
- 183 By the age of eleven, pupils are able to further analyse religious symbols to discover their underlying meanings. Many can make accurate suggestions about Sikh artefacts such as the *Kara*, symbolising the never-ending nature of the one, true God. Pupils' understanding is occasionally clouded by difficulties in using the English language but they are very keen to learn, and as a result they achieve well. They recognise that the *Kirpan* is not a weapon but a symbol of the need to fight against evil and for the truth. Pupils have shown that they understand that '*symbols (carry) messages in pictures, shapes or patterns*'. They show personal vision of some depth when they write '*I chose (to include in my own symbol) a bag of money so that people know I am a religious person and I care for the poor.*' Many pupils listen carefully when their teachers read religious stories to them and learn well as a result. Pupils, the majority of whom have ethnic-minority backgrounds, mostly show respect for their teachers and the beliefs of other cultures. This was seen in a very good lesson about Catholics making a pilgrimage to Our Lady of Lourdes. The pupils responded maturely to teaching of high quality. Pupils learn key facts about world faiths such as Islam, writing that '*one of the most sacred objects in Islam, the Black Stone, is set in the south-east corner of the Ka'ba.*' Others show a growing understanding of the preparation needed for pilgrimage and write that '*Muslims visit the Ka'ba to show obedience and submission to Allah.*' Pupils in Year 4 show some imagination in describing their perfect world as '*having no frogs. If I created my own world, the place where there's trees, grass and flowers will be separate.*' Others write starkly that '*I would change my world to have no firing and I would like happiness in my world.*'
- 184 In this way, pupils show they are making good progress in their understanding about world faiths and in their spiritual development because of the school's good provision.
- 185 The overall quality of teaching is good. Where teaching is effective, it is because teachers are sensitive and lessons are well organised. As a result, pupils learn well. Teachers help pupils to reflect upon life, and to develop a greater understanding of themselves. Pupils are given time for quiet reflection. During such times pupils come to terms with themselves, with their beliefs, their feelings and their aspirations. The

school has strong links with the Bradford InterFaith Centre. The faith assistant who leads assemblies on a weekly basis provides a wholesome and confident role-model and helps give pupils insightful spiritual leadership.

- 186 Subject leadership is satisfactory. The school uses a very good scheme of work and has adopted the locally agreed syllabus as a very sound basis for planning. The subject co-ordinator is not yet in a position to influence subject development sufficiently. Religious education makes a good contribution to raising standards of literacy. Assessment is spelled out in considerable detail in the scheme of work but is at an early stage of development in lessons. The artefacts used to assist religious education are sufficient to enhance the concepts taught. The strongest element of the school's provision for religious education is in the way many teachers and pupils show a quiet respect for each other. This is a visible part of the life of the school. The main area of development now is for the role of the subject co-ordinator to be strengthened and for the assessment scheme to be used in all classes.