

# INSPECTION REPORT

## **REEVY HILL PRIMARY SCHOOL**

Buttershaw, Bradford

LEA area: Bradford

Unique reference number: 107217

Headteacher: Mrs A Plunkett

Reporting inspector: Dr R Perkin  
14591

Dates of inspection: 13-16 January 2003

Inspection number: 246659

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Bedale Drive  
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Bradford

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Appropriate authority: The Governing Body

Name of chair of governors: Mr T Long

Date of previous inspection: March 2001

## INFORMATION ABOUT THE INSPECTION TEAM

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14591	Dr R Perkin Registered inspector	Art and design Music Physical education English as an additional language	What sort of school is it? What should the school do to improve further?
1234	Mrs T Bradley Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19916	Mrs D Kerr Team inspector	English Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?
18344	Mr D Earley Team inspector	Mathematics	How well is the school led and managed?
32139	Mrs A Firby Team inspector	Science Geography History Educational inclusion	How well are the pupils taught?
25376	Mrs L Alvy Team inspector	Information and communication technology Design and technology Provision for children in the foundation stage	The school's results and achievements

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

### **INFORMATION ABOUT THE SCHOOL**

Reevy Hill is a community primary school catering for pupils from age three to 11. There are 237 pupils on roll, 56 per cent of whom are boys. Forty-five children attend nursery part-time, most starting in the term after their third birthday. About a fifth of the school's roll changes each year, with many of the changes occurring in Years 5 and 6, where there are significantly more boys than girls. The numbers attending the school have fallen significantly recently and, apart from Years 5 and 6, there is now one class for each year group. Most pupils are of white British heritage and a very small proportion is of Indian and Black African background. While all pupils have English as their first language, a considerable number show marked language deprivation. A well above average number of pupils are on the school's register of special educational needs, with an average proportion having statements of educational needs. The school has taken in a number of pupils who have been excluded from other schools, most of them starting at Reevy Hill during Years 5 and 6. The range of special educational needs within the school includes emotional and behavioural difficulties, severe learning difficulties, profound and multiple learning difficulties and dyspraxia.

Children's attainment on entry to the school is well below that expected for their age, particularly in communication, language and literacy and mathematical development. Almost half of the pupils qualify for free school meals. The school's catchment area is a large metropolitan housing estate three miles south west of Bradford city centre, set in one of the most deprived areas in Bradford. There are high levels of unemployment in the area and a drug and crime culture. The school has a pupil development centre, which is part of a behaviour improvement programme that involves close involvement with the local high school. The school has achieved a national healthy schools award. Substantial improvements have been made to the school's accommodation recently. The acting headteacher at the last inspection has since been appointed as the substantive headteacher.

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

This is a rapidly improving school that is now providing a good education for its pupils. Standards remain below average but pupils make good progress; pupils who have special educational needs make very good progress. Teaching and learning are good across the school and often very good. Leadership and management are very good. Income per pupil is high but achievement and provision are good so that the school gives sound value for money.

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

- Pupils' attainment in art and design is above the national average.
- Pupils who have special educational needs, including those who have difficulty in behaving, make very good progress because of the very good provision made for them, particularly the pupil development centre and the very good help given them by the learning support assistants.
- Very good relationships, good behaviour and positive attitudes to school result from very good provision for pupils' personal development.
- The good start provided in the nursery and reception classes is maintained by good teaching throughout the school.
- Very good leadership and management by the headteacher, key staff and governors ensure that the aims and values of the school are very well reflected in its life and work.
- Very good links with parents, the community and local schools add richness to the curriculum.

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

- Standards of speaking and listening throughout the school have a negative effect on

standards in other subjects.

- Teachers' assessment of pupils' work so that they can set appropriate targets for pupils' learning.
- The rate of attendance is improving but is still too low.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At its last full inspection in March 2001, the school was deemed to have serious weaknesses. A subsequent monitoring inspection by additional inspectors in February 2002 found that good improvements had been made. Further developments have taken place since then and the school no longer has serious weaknesses; it has made very good improvement since the inspection in 2001. Standards have improved in reading, science and mathematics for Year 2 pupils. Standards are better in mathematics, science and art and design for Year 6 pupils. The improvements made in provision for geography and religious education have yet to have an effect on standards, which remain below average. The newly established pupil development centre is making a positive difference to the progress made by the pupils who use it. Attendance remains stubbornly well below average but the figures for this year show signs of improvement to the average levels seen at the last inspection. The quality of teaching and learning has improved significantly from satisfactory to good, with a much higher proportion of excellent, very good and good teaching. The curriculum and provision for pupils' personal development are also better. There have been significant improvements in leadership and management. The very strong leadership of the headteacher has developed very good management systems, which have enabled key staff and governors to become much more effective. The deficit budget seen at the last inspection has now been balanced effectively.

## 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
	2000	2001	2002	2002
English	n/a	E	E	D
mathematics	n/a	E	E*	E
science	n/a	E	E	D

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

The well below average standards seen in English in the national tests for 11-year-olds in 2002 are reflected in the attainment of the present Year 6. The results in mathematics in 2002 were in the bottom five per cent nationally and were well below average for schools with a similar proportion of free school meals. However, the percentage gaining the expected level was eleven per cent higher than in 2001. Standards for pupils in the present Year 6 have improved although they are still below the national average. Standards in science for the present Year 6 are below average, again an improvement on the test results for 2002. A number of factors affect standards in Year 6, including the proportion of pupils beginning at the school in Years 5 and 6 and a high proportion of pupils with special educational needs, including behavioural difficulties; consequently, the standards seen in Year 6 do not reflect the improving situation elsewhere in the school. The school recognises that the targets set for both English and mathematics for 2002, which were not met, were unrealistic and has set more realistic, but still challenging, targets for 2003 that are based on more thorough tracking of pupils' progress. The trend over the past two years shows improvement from a very low base.

For pupils in the present Year 2, standards in reading are broadly similar to those expected for seven-year-olds. In writing and mathematics, they are below average. In science, pupils are on target to reach expected levels. By the time they finish the reception year, children's physical and creative development is at expected levels; communication and language skills and mathematical development remain well below average and their knowledge and understanding of the world is below average.

Standards in art and design are above those expected by the end of Year 6. Standards in singing and dance are above average. While standards are at expected levels for pupils in Year 2 in geography, history and religious education, the improvements made in the provision for these subjects has not yet made sufficient impact on Year 6 pupils and their standards are still below average.

Pupils of all levels of ability achieve well in most subjects. Pupils who have special educational needs, including those with behavioural difficulties, make very good progress because of the very good provision made for them. They are very well supported by learning support assistants and by the sometimes excellent teaching in the pupil development centre. The extra clubs provided for some pupils have a major positive impact on their attitudes and achievement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to school and take part in lessons and activities with enthusiasm. They enjoy the extra activities and respond well to visiting teachers.
Behaviour, in and out of classrooms	Good. Behaviour is good in lessons and often very good. Pupils are well behaved in the playground and around the school. Teachers are very good at managing pupils who have problems with behaviour. Four pupils were temporarily excluded last year.
Personal development and relationships	Very good. Relationships between pupils and between adults and pupils are very constructive and are built on trust. Pupils' personal development is very good as they respond positively to the high expectations of their teachers.
Attendance	Well below average. The low levels of attendance are beginning to improve in response to the school's efforts.

## TEACHING AND LEARNING

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

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

The quality of teaching and learning is good throughout the school. The teaching was very good or excellent in over a third of lessons seen. It was good or better in over three-quarters of the lessons. A very small amount of the teaching was unsatisfactory. Teaching and learning are good in both nursery and reception so that children have a positive start to school life. The teaching of English is good; it is often very good for the older pupils. Teaching in mathematics is consistently very good so that standards are beginning to improve. The skills of literacy and numeracy are taught well across the curriculum, though the skills of speaking and listening are less consistently well taught.



The teaching of pupils who have special educational needs, including those with behavioural difficulties, is very good and, in the pupil development centre, often excellent; this has a very strong positive effect on the learning of these pupils. Teaching by specialist teachers and visitors in art and design, music, physical education and personal, social and emotional education is frequently very good and occasionally excellent and their skills supplement and help develop those of the regular teachers very well. Teachers and support staff have very well developed skills in managing pupils, including those who have particular difficulties; consequently pupils work hard and, in art, music and physical education lessons, often make very good creative efforts. The quality and use of support staff benefits the learning of all pupils; in particular, lower attainers learn well and pupils who have special educational needs make very good progress in meeting the objectives in their individual education plans. On a very small number of occasions, the pace of the lesson dropped and some pupils became inattentive.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The well-balanced and practical curriculum meets statutory requirements. Pupils' learning is enriched by the high profile of the arts and by a wide range of clubs and special events. Links with other schools and the community are very good.
Provision for pupils with special educational needs	Very good. These pupils receive very effective help from learning support assistants and teachers, who know the pupils' needs very well. Pupils who learn in the pupil development centre receive teaching and help that is excellent.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has a wide range of successful strategies to support pupils' personal development. Moral development is promoted very well. Cultural development is fostered very well through the creative arts and the use of visits and visitors. The school promotes racial awareness well.
How well the school cares for its pupils	Satisfactory. Child protection measures are in place though staff training is not up to date. There are very good systems for supporting and tracking pupils' personal development, particularly in respect of behaviour. Procedures for checking and tracking pupils' progress are unsatisfactory and do not yet support teachers in setting appropriate targets that will help pupils reach higher levels of attainment. The school does not respond to pupils' absence speedily enough.
How well the school works in partnership with parents	Very good. Parents who wish to are able to make a strong contribution to their children's learning. Parents are provided with good quality information about the school and about their children's progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The very strong leadership of the headteacher has created a very effective management team who, with the other staff, have worked very well together to remedy the serious weaknesses found at the last full inspection. The school has a very clear direction based on pupils' personal development and the improvement of academic standards. The life and work of the school reflects its aims and values very well.
How well the governors fulfil their	Very good. Governors have a very clear idea of the school's strengths and areas for development and are playing an increasingly central part

responsibilities	in the school's development.
The school's evaluation of its performance	Satisfactory. The school's development of its teaching is very good. It analyses pupils' academic performance satisfactorily; further development of teachers' confidence in knowing just how well pupils' are achieving in subjects other than English is needed.
The strategic use of resources	Very good. Financial planning is very good and takes good account of the principles of best value. Heavy investment in teachers and support staff is having positive effects on standards and behaviour. Grants such as those for pupils with special educational needs and the behaviour improvement programme are very well used.
Staffing, accommodation and learning resources	Very good. There is a very good match of staff to the needs of the pupils and the very good accommodation is used very effectively. There is a good level of learning resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The high expectations the school has of their children.</li> <li>• Parents feel comfortable in approaching the school with comments and enquiries.</li> <li>• Their children like school and make good progress.</li> <li>• The teaching, leadership and management are good.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangements for homework.</li> <li>• The range of activities outside lessons.</li> </ul>

The inspection confirms the positive views of the parents. The judgement is that homework arrangements are satisfactory; when homework is done, it is used well by the teachers to promote learning. The range of activities outside of lessons is judged to be good.

## **PART B: COMMENTARY**

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

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

1. This is an improving school and present standards of attainment in the current Year 6 and in last year's national tests for 11-year-olds do not provide an accurate picture of the significant improvements being made elsewhere in the school since the last inspection.

2. The school's results and pupils' achievements are adversely affected by several factors. Whilst the high proportion of pupils having special educational needs make very good progress because of the very good provision the school makes, many of them are sadly unlikely to attain the standards expected nationally. The proportion of pupils who move in and out of the area is also high and the school's records show that last year nine per cent of the total school population left and 11 per cent arrived. In the first term of this academic year, two per cent of the pupils have left and five per cent have arrived. This means that accuracy of information about the progress pupils' make and, in particular, comparisons with prior attainment are affected. It is not unusual for pupils to leave and then return several times in one year. The school prides itself on being a fully inclusive school and has acquired a good reputation for dealing effectively with vulnerable and disaffected pupils. The current Year 5 has a high proportion of pupils who have special educational needs (30 per cent) and the school's assessment of their attainment shows that this will impact heavily on the national test results in 2004. This has a significant and unfavourable effect on the overall standards that the school achieves and in judging its performance it is important to take into account the school's own records which show clearly that most pupils make good progress in English and mathematics from one year to the next.

3. Children have a good start to their education in the nursery and the reception class because the teaching is good. When children join the nursery, their attainments vary but most do not have the skills and knowledge typical for their age. Many have impoverished communication skills, are unfamiliar with books and numbers and reticent with adults and other children. About a fifth have special educational needs. However, children make good progress and achieve well in relation to their well below average level of attainment when they start and most children are on target to attain the early learning goals in creative and physical development by the end of the reception year. Fewer are likely to attain the expected level in personal, social and emotional development, in communication, language and literacy, in mathematics and in knowledge and understanding of the world.

4. Throughout the school, standards in speaking and listening are below what is expected for pupils of this age. However, good teaching is proving successful in beginning to address this problem for younger pupils. Standards for pupils in Year 2 are close to those expected for pupils aged seven. Pupils in Year 2 listen carefully to the class teacher's instructions and to each other and most can offer reasonably clear explanations about their work when asked. The performance of this year's group of Year 2 pupils is better than last year's. Standards in reading are close to those expected for seven-year-olds. Although standards in writing are better than last year, they still remain below the level expected for pupils of this age. The recent introduction of a more structured approach to assessing pupils' writing has not yet had time to impact fully on standards.

5. Opportunities to develop speaking and listening skills are beginning to improve as the school has identified pupils' development in this area as a key target. In the past, pupils have not had enough planned opportunities to practise and improve their spoken English. Expressive language and articulation is particularly poor in Year 6. Some teachers are already taking opportunities to plan more rigorously for this aspect of development in all lessons and subjects but it is not yet sufficiently consistent across the school. Reading and writing are taught well with a well-planned

programme of reading activities. Teachers make very good use of work in other subjects to develop writing. Numeracy skills are practised soundly in most subjects.

6. Standards in mathematics are below average by the end of Year 6, although most pupils make good progress as they move through the school and achieve well from a low base. Standards are gradually rising, particularly in Years 1 to 4. This marked improvement is reflected, for instance, in the improved quality of teaching with a focus on language teaching, the use of the numeracy strategy and assessment.

7. The school recognises that targets set for both English and mathematics for 2002 were unrealistic and has set more realistic, but still challenging, targets for 2003 that are based on more thorough tracking of pupils' progress. The school's assessments showed that pupils' communication skills let them down in the tests in mathematics and science. Consequently, the school is now highlighting the importance of oral skills.

8. In science, standards are rising in the infants and the attainment of pupils in Year 2 is on target to be broadly in line with national expectations for seven-year-olds. Standards for pupils in Year 6 are also rising; teachers' predictions of improved but still below average performance are confirmed by inspection findings. This is an improvement on last year's test results for 11-year-olds where standards were well below those expected nationally. A specialist teacher who teaches alongside the class teacher now takes most lessons in the juniors. This specialist subject knowledge is having a positive effect on all pupils' learning and the increased number of adults helps lower attaining pupils with the challenging work set so that everyone makes good progress.

9. Trends over time for seven-year-olds are erratic. This is largely due to the high numbers of pupils with special educational needs within each year group. Boys and girls attained equally over three years in reading and writing. The school has only recently become a primary school and therefore there is no data available to compare trends over time for 11-year-olds. The school has however identified the problem of boys' underachievement particularly in Year 6, recognising that this is often linked to emotional and behavioural problems; it is addressing this through a range of successful initiatives. The recently formed pupil development centre, high levels of effective support staff, specialist subject teaching and interesting after-school clubs are benefiting these and other pupils very effectively. Progress for pupils with special educational needs is also very good because the quality of teaching has improved significantly throughout the school. This has inevitably had a positive effect on the achievement of all pupils, which is good overall, particularly in relation to the low starting point on entry to the nursery. Most notably, these initiatives have altered pupils' outlook on learning and standards in behaviour and attitudes have also improved significantly. Higher attainers achieve equally well because teachers plan carefully for the full range of pupils' needs and, in English and mathematics, teach pupils in groups formed by prior attainment.

10. By the end of Year 6, standards are above average in art and design. Good standards in singing and dance and in aspects of information and communication technology and design and technology reflect the use of specialist teaching in these subjects. In geography, history and religious education, standards are at the level expected for pupils by the end of Year 2. However, the improvements made in these subjects, such as the systematic good teaching, are not yet reflected in the standards higher up the school which still remain below average by the end of Year 6.

11. Pupils with special educational needs are fully included in all the school's activities and make very good progress in learning. Their progress is so good because in almost all lessons work is adapted to ensure it matches their level of ability and skilled classroom assistants work alongside them to give extra support. Additionally, some pupils are taught for part of the day in the pupil development centre in a group called 'Footsteppers', where high quality specialist teaching in the basic skills of literacy and numeracy helps them catch up. The provision for pupils who have behaviour problems is a strength of the school. The sensitive support these pupils receive both in

and outside the classroom enables them to achieve well in lessons and ensures that when they are being difficult, there is minimum disruption caused to other pupils.

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

12. Since the last inspection, pupils' attitudes and values have been maintained and remain good. Pupils confirm that they like school and discuss their favourite lessons. Pupils are very welcoming and friendly and they talk openly about school and how happy they are. Older pupils who come from other schools confirm that they have settled well because of their new friendships and the support of their teachers. Attitudes demonstrated in the school's junior assembly were respectful and made an excellent contribution to pupils' spiritual development. Pupils prayed and sang together for world peace and used the opportunity for quiet reflection to focus their thoughts. On one occasion, reception children joined pupils in Years 1 and 2 for a singing lesson. They were mesmerised by the contribution of their teachers to the action songs and shared their delight by singing to each other. Their pleasure in learning made a positive contribution to their spiritual and social development.

13. The youngest children settle well in school and conduct themselves with maturity both in and out of the classroom. For example, reception children behaved very well as they queued to collect their school dinners. They were sensible and patient and took their places at the dining tables in an orderly fashion. Their acceptance of their lunch companions made a positive contribution to their social development as well as their friendships. Children in the nursery and reception classes develop positive and purposeful attitudes to their learning as a result of the care, effort and patience provided by staff experienced in managing and teaching young children. As a result, they steadily begin to understand the importance of developing positive relationships with each other, behaving well, working hard and sharing and taking turns.

14. Pupils' behaviour in school is good. Pupils are well behaved in lessons and treat each other with respect on the playground. There is a 'friendship bench' on the playground where pupils can sit if they feel lonely or upset but the pupils using it appeared to be happy and well integrated. There are some pupils in school who are immature and have difficulty in behaving well even during lessons. Most of these pupils respond well to the school's strategies to motivate them to progress and achieve in their lessons. However, there are a few pupils who do not respond well and when their poor behaviour becomes intolerable the school uses short term exclusion as a deterrent. After consultation with parents, four boys were excluded from school last year. Pupils' acceptance of school rules, which are implemented fairly, makes a positive contribution to their moral development in school and prepares them for adulthood.

15. Pupils' relationships with their teachers and the impact of these relationships on their personal development are a strength of the school. Pupils, including those with special educational needs, flourish and respond to the guidance of caring teachers. They are given good opportunities to grow in confidence and to accept minor responsibilities. For example, the school has been awarded a national award relating to healthy eating. This has resulted in two pupils, from Years 5 and 6, joining the school's food council to consider sensible eating habits. Sometimes, inspirational teaching is complemented by excellent attitudes and behaviour. For instance, one lesson on personal, social and health education, for a mixed group of pupils from Years 4, 5 and 6, made an excellent contribution to their personal development and their relationships with each other and their teacher. The teacher's relationship with all the pupils was excellent. Pupils were very well motivated and took turns to speak. They were pleased to succeed but were also pleased for each other.

16. Until recently, attendance was poor and well below national levels. However, this year, attendance levels are approaching average levels because pupils are responding well to the school's campaign to raise attendance and check the reasons for absence. Pupils are now beginning to press their parents to make arrangements which do not interrupt lessons. Improved attendance and punctuality are now beginning to have an impact on learning and standards in

school and are approaching the average levels seen at the last inspection.

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

17. Teaching and learning have greatly improved since the last inspection both in quality and consistency. Very little of the teaching now is less than satisfactory and some is inspirational. Most of the teaching for all year groups is consistently good or better. Consequently, children make good progress from a very low starting point.

18. The teaching of reading and writing is good and particularly strong for older pupils. Pupils systematically learn strategies for tackling unfamiliar words in their reading and older pupils are beginning to learn more advanced reading skills. Teachers do not provide enough opportunities for pupils to use the library or the Internet for independent research, though, on the occasions when individual projects are set, pupils' motivation is high and the quality of the work good. Teachers use the structure of the literacy hour well and provide good opportunities for pupils to write at length and independently in other subjects. Pupils are asked, for example, to describe processes such as erosion in their own words in geography or to use bullet points to record their researches into the life of Dr Barnardo. The teaching of speaking and listening skills is under-developed. Because it is a school priority, teachers are beginning to use a wider range of strategies to address this area of weakness in pupils' learning. However, many opportunities are missed to provide situations where pupils have a reason to speak to the rest of the class, say, or to discuss together how they will record their experiment. Teachers' questions are often well targeted but do not require extended answers and there is no systematic attempt to teach pupils how to use language to help them to think clearly. An exception is found in the pupil development centre, where many rich opportunities are provided for pupils to describe, discuss and report; adult support is strong but does not inhibit the pupils, answer for them or let them get away with second best – 'What do you mean by that?' is a common question.

19. The teaching of mathematics is very good throughout the school. The school's investment in training for the numeracy strategy has paid rich dividends and the effect is beginning to show in improvements in pupils' learning. Teachers have high expectations of pupils' standards of presentation and the good habits they insist on have a positive effect on pupils' skills. They also insist that pupils explain clearly how they reached their answers, thus developing language skills alongside understanding of mathematics. Teachers miss opportunities to use mathematical skills in other subjects, such as insisting on accurate measuring in science or geography, for example.

20. The teaching of pupils with special educational needs is very good. Teachers plan tasks that take full account of what pupils need to learn in literacy and numeracy, and there is extra support from skilled assistants in these and in other lessons. A specialist teacher and learning support assistants work with individuals and small groups in the pupil development centre, enabling pupils to make very good progress towards the targets identified in their individual education plans. The quality of teaching in the centre is excellent. Lessons are lively and stimulating and the teacher makes very good use of games and practical activities to engage pupils' interest and maintain their concentration. Learning support assistants help teachers by keeping excellent records of progress to ensure that work builds successfully on what pupils have already learnt. Teachers and assistants manage pupils with behavioural difficulties very skilfully so that they cause minimum disruption to the rest of the class.

21. Very skilful class management is a consistent feature of the teaching throughout the school. This is all the more impressive because of the number of pupils who have behavioural difficulties or are reluctant to learn, particularly in Year 6. Teachers develop very constructive relationships and, in the most effective lessons, provide activities that are seen to be relevant and stimulating by the pupils, who consequently work with good levels of interest and concentration. Pupils in Years 1 and 2 often work very hard. Learning support assistants are used very effectively to promote the learning not only of pupils with particular difficulties but also generally in the classroom. The quality of the team-teaching of teachers, support assistants and, sometimes, visiting specialists is very effective. Most lessons have a lively pace so that time is used very well and pupils are stimulated by exciting material. For example, a lesson with a Year 6 class started with the register being taken

in Malay (one of six different languages used during the week) then went on with the teacher effectively performing the nonsense poem, 'Jabberwocky', to the delight of the pupils. When the pupils began looking at the poem's language in detail, it was clear that it had stimulated much original thought and some creative response. The richness of the displays in this classroom encouraged pupils to be creative and interested. In the very small number of lessons where teaching is unsatisfactory, it was the pace of the lesson that led to inattention of the pupils; too much time was spent on one activity.

22. The school makes good use of specialist teachers across a range of subjects. Some of them work primarily with pupils within the behaviour improvement programme but are beginning to be used with classes as well. For example, a visiting artist was able to use the very impressive mask created by one of the boys on the programme as a stimulus in a later lesson with the full class; this served to raise the pupil's self-esteem and to provide a very good model for the other pupils. The enthusiasm and expertise of the visiting teachers produces often excellent responses in the pupils. For example, the visiting music teacher led adults and pupils in an excellent session of singing and music making that was inspirational, producing performance of very high quality. Similar enthusiastic and committed levels of creative effort were seen in the dance sessions led by a teacher from the neighbouring high school. The work of these teachers has a very positive effect on pupils' learning but also provides very good staff development for other teachers, enabling other teachers to follow their examples in, for instance, science, music and information and communication technology.

23. Teaching in the nursery and reception classes is good and consequently children have a very positive start to their education. Staff plan carefully together to ensure a good range of well-organised practical activities effectively matched to children's ability. A strength of the teaching is the emphasis on personal and social development that helps children to gain confidence and self-esteem. The teachers and nursery nurses have a good understanding of the needs of very young children and provide good quality, stimulating resources to encourage co-operation and interest in learning. They talk constantly with children, often in small groups to maximise children's progress. Expectations are high, children are well managed and progress is therefore good.

24. Teachers mark pupils' work regularly and well, praising success and helpfully pointing out how individuals could improve. They generally insist on neat presentation and organisation of work, but some teachers do not model clear handwriting in their own written comments in pupils' books. Consequently, pupils do not always read the helpful comments provided.

25. Teaching and learning are supported by generally efficient planning for most subjects. Planning for lessons in English, mathematics and science are generally detailed with clear learning objectives. Planning for other subjects often does not identify learning objectives clearly enough to enable the teacher or the pupils to know whether they have learned successfully or not. Nor does the planning identify key words so that the pupils can learn the appropriate subject vocabulary to help them express their ideas and explain what they have been doing. Teachers are not always clear about what they expect pupils of different levels of attainment to achieve, particularly for more able pupils to extend their learning.

26. Teachers now make good use of day-to-day assessment, particularly in the teaching of basic skills. Their knowledge of what pupils have achieved in previous lessons is often used to plan future lessons. However, teachers do not use these assessments often enough to set targets for higher attaining pupils. Grouping by attainment and setting pupils for English and mathematics in Years 5 and 6, is beginning to ensure that pupils of different levels of attainment make greater progress. Teachers are still not secure in knowing what pupils need to do to achieve above average levels in most subjects.

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

27. Teachers have worked very hard since the last inspection to put into place a broad and relevant curriculum that meets the needs of its pupils and fulfils what is required by law. Consequently there have been good improvements. There are significant strengths in the provision that enable pupils of all backgrounds and abilities to make progress. Good use is made of specialist teaching in information and communication technology, design and technology, science, music, art and design, dance and sport and this is helping to improve pupils' achievement in these subjects. The national programmes for teaching literacy and numeracy have been very successfully introduced and are contributing to rising standards in English and mathematics. Very effective strategies for teaching reading and writing across the curriculum are having a positive impact on standards in these areas. Pupils' speaking and listening skills are improving at a slower rate and this aspect of English remains a school development priority. Too few opportunities are planned for pupils to talk together to make joint decisions or to work co-operatively in solving problems, for example. The school library is being improved but it is underused.

28. The curriculum for children in the foundation stage is good. The teachers and nursery nurses provide interesting and purposeful activities both indoors and outdoors in each area of learning. They show a clear understanding of the Foundation Stage curriculum and the teaching of basic skills. Staff work closely together to ensure that quality experiences in the nursery are built on progressively in the reception class.

29. The provision for pupils with special educational needs is very good and ensures they are given full access to the curriculum. In some cases, they work on specially adapted programmes, for example, in literacy lessons and in the pupil development centre. In almost all lessons, they are very well supported by skilled classroom assistants who work closely with them to provide extra help or to modify the class work for their needs. Pupils who have behavioural problems are given opportunities to take part in the 'Solutions' group and specially organised lunchtime and after-school activities help them channel their energy in a positive and constructive way.

30. Teachers and support staff provide a very wide range of additional activities and experiences such as clubs, visits out of school and visitors into school to enrich the curriculum. These include visits to museums, theatres and other places of interest. Visitors from the local faith communities, performing artists, musicians and sportsmen and women contribute to clubs, lessons and assemblies. Their contributions enrich pupils' learning and broaden their understanding of the world around them and their place in the local community. There is a strong emphasis on the arts and a very successful 'Arts Week' enabled all pupils to sample and enjoy a wide variety of creative activities and to produce some very good quality art, music and dance. This wide-ranging provision ensures that all pupils, whatever their different needs and backgrounds, are able to take full part in the life of the school. There is a comprehensive programme of work in place for pupils' personal, social and health education that includes good attention to sex education and drug awareness. The programme prepares pupils for a smooth transfer to the local secondary schools when they are 11.

31. The school has made further improvements to its provision for pupils' personal development since the last inspection and this is now very good. Spiritual development is provided for very well in the positive ethos of encouragement and respect that the school fosters. The strong focus on the arts enables pupils to explore the world around them and appreciate its wonders in a personal way, as high quality displays of pupils' art work around the school testify. Religious education and structured discussion sessions are particularly well used to encourage pupils to consider their place in the world and respond to what they learn about the values and beliefs of others. Year 4 pupils who visited the local church were encouraged to record their feelings about the place; one pupil felt sad and other remarked on the smell of polish! These opportunities to reflect and respond to their experiences make a valuable contribution to the development of spiritual awareness.

32. Teachers take very many opportunities to promote pupils' understanding of right and wrong. Pupils are taught from the start that their actions have consequences. The positive behaviour management systems in place are used consistently by all adults so that pupils are very clear



about the kind of behaviour expected and the sanctions that poor behaviour will incur. The pupil development centre provides excellent support for pupils with significant behavioural difficulties. These pupils are monitored daily and even the smallest steps in progress are rewarded. Moral issues are explored within assemblies, class lessons and personal, social and health education sessions and the school's values are constantly promoted through the ethos of respect, care and consideration which pervades the school.

33. The school's very good provision for developing pupils' social skills ensures they quickly learn to become useful members of society. A comprehensive programme for personal, social and health education is particularly well taught in Years 5 and 6 by a specialist teacher who works hard to ensure that pupils are prepared for the social pressures they will face as they move on to secondary school. A wide range of after school clubs is provided to raise pupils' confidence and self-esteem. These include computer, cookery and sewing clubs in which both boys and girls participate enthusiastically. A very strong sense of community is promoted through pupils' activities locally; for example, the residents of a home for senior citizens visit the school to watch the Christmas production and pupils visit them to sing and perform. There are many regular exchanges with other local schools, including one from another local education authority, and a Year 4 residential weekend provides excellent opportunities for these pupils' social development. The school works hard to support a wide range of charities and pupils learn the importance of caring for others less fortunate than themselves.

34. Provision for pupils' cultural development is very good. Pupils learn about their local heritage and culture through a variety of visits each term to local museums, buildings and heritage sites. Artists from different cultures visit to share their expertise on different occasions during the year. Arts week is particularly well used to celebrate cultural diversity and pupils clearly enjoyed their experiences of Asian music and dance. In religious education lessons and assemblies, pupils learn about and celebrate festivals such as Chinese New Year. All these experiences help pupils recognise and explore cultural diversity in the world around them and to respect and value the lives and values of others.

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

35. Since the last inspection, pastoral care continues to be a strength in the school's provision for its pupils. The school has a formal and effective approach to welfare through the work of the school nurse. When pupils reach the age of five years and three months, a formal interview takes place between the nurse, the parent or carer and the child. The consultation considers the child's state of health, physical development and occasionally behavioural problems or anxieties. Records are then used to support the child as he or she moves through school.

36. A suitable child protection policy is in place and appropriate staff are named as the persons responsible for child protection issues. The school has not yet provided formal training in child protection procedures for teachers or other adults in school.

37. There are good arrangements for pupils' health education. Pupils in Year 3 are taught about medicines and health issues such as dental hygiene whilst older pupils, in Years 5 and 6, are taught about drugs awareness and sex education. The school has sound procedures for ensuring pupils' health and safety.

38. The school has recently begun to make rigorous checks on attendance levels and this is beginning to have a positive effect on pupils' attendance. The prospectus requests parents to notify school on the first day of their child's absence and a reward system is in place to celebrate full attendance. The school's Education Welfare Officer is now involved with school assemblies, home visits and a system of warning letters to deter unauthorised absence. Striking displays in the school remind parents and pupils about what is not a good excuse of staying off school. Since September 2002, attendance has improved to just below national levels and is beginning to make a

satisfactory impact on learning. However, the school's response to unauthorised absence is too slow to have an impact on any potential child protection issues.

39. The personal development of pupils is encouraged and very well supported by the school. Teachers use their lessons to promote good levels of interest, productivity and positive behaviour. Teachers and non-teaching staff are consistent in using strategies to raise the self esteem of pupils and to encourage them to use their initiative.

40. A house points system commends pupils for their hard work or exceptionally thoughtful behaviour and pupils value the house system, which takes account of their efforts. Personal guidance is available and pupils are willing recipients. For instance, in the classroom used by pupils with special educational needs, there is a 'Talking Tree' chart. At the base of the tree are 'leaves' bearing pupils' names. If a pupil needs to talk with the teacher, they place their 'leaf' on the tree and time is made available for them. This system works very well and provides reassurance for pupils that their concerns will be listened to.

41. Following the last inspection, priority has been given to the school's procedures for recording and assessing the academic attainment of pupils and the progress they make in school. There are good quality records which show what pupils can do in all the national curriculum subjects. This information is used to some extent throughout the school to plan lessons and to support learning in aspects of English, but it is not yet used consistently to inform and support learning in mathematics, science and other subjects. Assessment procedures for speaking and listening are not consistent enough. Teachers as a group are not always clear about what pupils need to learn next to reach the higher levels and do not always ensure that targets for learning are set for pupils. Teacher assessments were consequently high in relation to pupils' performance in the national tests in mathematics and science in 2002.

42. Children are assessed on entry to the nursery and detailed records are kept of the children's progress. These are used effectively in the planning of tasks as well as to target children's individual needs. This provides information for individual children's Foundation Stage Record. This is rigorously kept at each stage and provides important evidence of children's achievement in each of the areas of learning.

43. The school's behaviour policy provides very good strategies to eliminate bullying and other forms of oppressive behaviour and the school consults with pupils and, where appropriate, takes action as a result. Close monitoring and effective support for pupils with behavioural difficulties enables the school to run as an orderly community. Pupils are praised for using their initiative and for their efforts to improve their learning skills. The school's behaviour improvement programme and its 'Solutions' group for pupils with special educational needs are fundamental to the school's success in maintaining good behaviour whilst supporting its most vulnerable pupils to cope in a secure learning environment.

44. Pupils who have special educational needs are identified early on and their progress is monitored carefully. Individual education plans identify the next steps of learning for each pupil and teachers review these termly with the special needs co-ordinator and with parents. Pupils who enter the school late are assessed shortly after they arrive and extra help and support is provided for any who have learning difficulties or behaviour problems. The school works very closely with outside specialists such as the educational psychologist and the school nurse and acts on their advice to ensure that these pupils receive the best possible help whilst they are at the school.

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

45. Parents are happy with the school and believe it to be very good. Few parents attended the pre-inspection meeting but positive views were expressed through the pre-inspection questionnaires. Parents are pleased with the good progress children make, their children's

behaviour, the quality of teaching, the approachability and high expectations of the school and the strengths of the leadership and management. Some parents were less happy with the amount of homework their children are expected to do, the range of activities outside lessons and the amount of information working parents receive about their children's progress. The inspectors agree with the positive views of parents and have looked into their concerns. The use of homework is deemed to be satisfactory, although there are missed opportunities to communicate with working parents through the use of homework books or diaries. The provision for out of classroom activities is good and the school's rolling programme provides eventual access for all.

46. The school's links with parents are very effective and parents respond well. The strength of the school's partnership with parents is in its friendship and relationships. The head teacher and staff provide support for parents as well as their children. Parents of children entering the nursery receive home visits from staff and the school's induction programme is good. Parents stress that there is a culture of open dialogue between the school and themselves. Parents do not always wait for the formal invitations to parents' evening to discuss their children's progress. If they have any concerns, they come into school to see the class teacher and when they do so they are not turned away. The school makes satisfactory arrangements to consult and inform parents about learning programmes for pupils with special educational needs. Special arrangements were recently made to encourage parents to come into school to see for themselves the work the school does with their children. For example, sessions entitled 'Kids 'n Us' have recently been introduced to encourage parents to discuss such topics as the importance of play, the use of rewards and consequences and discipline strategies. These discussion groups are led by the school nurse.

47. The school provides good quality information for parents. Newsletters, the prospectus and the governing body's report are very good. They are attractively presented and provide parents with all they need to know about the school. At the start of the school year, parents are provided with a brief summary of what their children will be studying in school and parents of pupils in Year 2 were given a useful booklet about helping their children with mathematics. Well thought out admission procedures to both the nursery and the reception classes help the children and their parents to experience a calm and positive start to school life. Parents are fully involved in these well-organised procedures. They initially receive useful information in the form of a booklet, as well as regular newsletters about the activities and topics that the children are involved in.

48. Annual reports meet statutory requirements and focus on the personal development of pupils as well as their academic achievements. Some reports provide pupils with learning targets to improve their learning in mathematics but there is an inconsistency in the use of targets for other subjects.

49. Parents work together to support occasions such as Christmas and Spring Fairs. The work of volunteers makes a good contribution to fund-raising in school and to the social life of the community. Parents are not inclined to come into school to help in the classroom but they do respond, in significant numbers, to other opportunities linked to their children's learning. Parents were invited into school to observe how numeracy and, more recently, literacy are now being taught to their children. Parents with more than one child in school were encouraged to observe lessons in both year groups. This opportunity provided parents with a better understanding of today's teaching methods and an insight into how they might help their children with their homework. Parents make a good contribution to their children's learning by taking an interest in the work of the school and helping their children with their reading, spellings and homework projects.

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

50. Leadership and management are very good. This is a significant improvement on the findings of the inspection in 2001 when, although the findings were that the acting headteacher provided good leadership, the school was judged to have serious weaknesses, including the need to improve its systems to manage its development. In the last inspection in 2002, improvements in

leadership and management were noted. These have been consolidated and extended so that the headteacher and senior management team now provide very strong leadership and have a very clear view of how the school is to move forward in order to raise standards. The headteacher provides a very clear educational direction for the school. This very clearly reflects its aims and priorities, which are focused on the development of each individual in partnership with parents, with a strong emphasis on the provision of equal opportunities for each pupil. There is a commitment to enabling each pupil to achieve the highest possible standards in all subjects and to promote all aspects of pupils' personal development. In the previous inspection in 2002, acknowledgement was made of the developing roles of the governors. This also has been consolidated and improved so that governors now make a very good contribution towards school improvement. The headteacher, staff and governors together provide a strong sense of purpose and commitment to raising standards. Improvements in leadership and management have been enabled by the hard work and commitment of staff and governors, supported very well by the local education authority. The effects of this are seen in areas prioritised by the school. For example, standards of attainment are improving, particularly lower down the school. The school makes very successful provision for special educational needs and these pupils make very progress. The systems it has in place for the management of pupils' behaviour ensure that behaviour is generally good and that the school is able successfully to absorb several pupils who have been excluded from other schools.

51. Responsibilities are clearly shared amongst staff. Effective use is made of co-ordinators' skills and knowledge. They have a very good understanding of the strengths and weaknesses of their subjects and provide very good management in the organisation of their subjects and in the monitoring of planning and pupils' work in order to raise standards. The school has acknowledged a criticism from the last inspection and is reducing the number of co-ordinators for each subject in order to make more efficient use of staff. Co-ordinators are well supported by the work of the deputy headteacher in developing the use of assessment throughout the school so that it is now beginning to be used soundly in order to enhance planning. The headteacher, supported by members of the senior management team, very carefully monitors teaching and learning in order to identify areas of strength and weakness so that improvements can be made. This has helped to improve the quality of teaching considerably since the previous inspection.

52. Governors work closely with the school and fulfil their statutory duties very well. They have a very well organised committee structure which helps them to keep informed about the work of the school and to contribute to improving the quality of provision. They have regular meetings and visit school frequently. For example, before each full governing body meeting, they visit classrooms so that the pupils and teachers can see their interest and also to provide an informal element of monitoring. Governors receive regular reports from the headteacher, subject co-ordinators and staff members. They take part in training in order to extend their skills and are linked with subjects and departments. In ways such as these, governors are helped to have a very good understanding of the strengths and weaknesses of the school. This enables them to set clear well-prioritised plans for improvements. For example, such initiatives as the introduction of the behaviour improvement programme and the creation of the computer suite were fully considered before implementation and then checked for their usefulness afterwards. Because governors are well informed about the work of the school and work very well as a team with staff, they are well positioned to act as critical friends so that, for example, policies are scrutinised and amended and assessment data is checked.

53. The school is very well provided for in its teaching and non-teaching staff. Subject co-ordinators are well matched to their skills and experience and the school makes very good use of specialist teachers in subjects such as science, information communication technology, mathematics and music in order to raise standards and further develop the skills of other teachers. The school has rightly identified a need to improve standards of speaking and listening and to provide training for teachers in developing pupils' oral skills and their skills in thinking clearly and systematically. The school has in place good systems for staff development, performance management and the induction of new staff. Learning support assistants and nursery nurses make a significant contribution to the quality of teaching and help towards the raising of standards. They

are well trained and work very closely with teachers to support pupils and check their progress. Staff know pupils very well and establish very good relationships between themselves and with pupils so that pupils generally feel secure and valued.

54. The school is generally well resourced and the very spacious accommodation enables use of a wide range of designated rooms for the library, special educational needs, information and communication technology, design technology, art and design and personal, social and health education. This helps to improve the overall provision and assists in raising standards. The building is well maintained and cleaned and enhanced by attractive displays of work by pupils and staff.

55. The school has purchased the services of the local education authority's bursar scheme. This is proving very successful in linking the school development plan with the budget so that priorities are prudently financed and the budget is very well managed. During a period of falling rolls and with a high proportion of pupil mobility, governors, supported by the bursar, have shown astute financial management in ensuring that the school's priorities in raising attainment and improving the quality of education for all pupils have not been compromised. Financial planning is very good and the finance committee has established a well considered strategy for the consideration of finances in subsequent years. The deficit budget at the last inspection was effectively turned into a surplus and, in spite of falling rolls, the school has managed to maintain a balanced budget. Office routines are well organised and appropriate financial controls are in place. Recommendations from the most recent auditor's report have been met. Because the school is very well administered, the headteacher and staff are able to focus on the central purpose of teaching pupils and raising standards. Grants and funds for special educational needs are used to very good effect and the school has a very clear understanding of "best value for money" in its purchase of resources as well as recognising the need to consult as widely as possible and compare its performance with other schools. This is an area of improvement since the last inspection. Priorities in the school development plan are very clear. They are regularly checked by staff and governors so that it is very much a working document and the initiatives are regularly evaluated to ensure that they help in raising standards. Governors, teachers and support staff work together very well as a team and are very eager to develop and improve their skills. They are very hard working, enthusiastic and committed to raising standards and improving the quality of education for all pupils.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to improve standards and provision in the school, the headteacher, staff and governors should:

- i] Improve pupils' skills in speaking and listening in order to raise standards in all subjects, particularly English, mathematics and science, by:
  - a planning more opportunities for pupils to speak and listen in lessons in all subjects;
  - B developing strategies for assessing pupils' speaking and listening skills and identifying the next steps in learning;
  - c providing training for staff in developing pupils' thinking skills.*(paragraphs 4, 5, 18, 25, 67, 68)*
- ii] Ensure that all teachers are agreed about the levels of attainment in subjects of the National Curriculum in order to identify what it is that pupils need to learn next and the targets that should be set for individuals and groups.  
*(paragraphs 25, 26, 40, 83, 89, 94, 95, 106)*
- iii] Improve the speed of response to pupils' absence in order to improve attendance levels and ensure the safety of the pupils.  
*(paragraph 38)*

In addition the governors should consider including the following in their action plan:

- Provide training for all staff in child protection awareness and procedures.  
*(paragraph 36)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	41

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	21	23	14	1	0	0
Percentage	5	34	37	23	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### 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)	22.5	215
Number of full-time pupils known to be eligible for free school meals	n/a	106

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	8	57

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	31

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	13	12	12
	Total	25	23	24
Percentage of pupils at NC level 2 or above	School	86 (76)	79 (85)	83 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	13	13	13
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	86 (79)	86 (79)	86 (91)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	17	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	10	16
	Girls	12	11	13
	Total	24	21	29
Percentage of pupils at NC level 4 or above	School	56 (50)	49 (38)	67 (69)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	17
	Girls	14	13	14
	Total	25	27	31
Percentage of pupils at NC level 4 or above	School	58 (67)	63 (60)	72 (52)
	National	73 (72)	74 (74)	82 (82)

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



### ***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
212	4	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	13.1
Number of pupils per qualified teacher	18.7
Average class size	23.8

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

Total number of education support staff	12
Total aggregate hours worked per week	348.5

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

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

### ***Financial information***

Financial year	2001 - 02
	£
Total income	778,652
Total expenditure	747,566
Expenditure per pupil	3,282
Balance brought forward from previous year	5,114
Balance carried forward to next year	31,086

Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	8.65

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

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

*FTE means full-time equivalent.*

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

#### **Questionnaire return rate**

Number of questionnaires sent out	237
Number of questionnaires returned	66

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	3	2	0
My child is making good progress in school.	68	25	5	3	0
Behaviour in the school is good.	53	38	6	3	0
My child gets the right amount of work to do at home.	31	38	17	11	3
The teaching is good.	69	28	2	2	0
I am kept well informed about how my child is getting on.	56	30	6	5	3
I would feel comfortable about approaching the school with questions or a problem.	76	20	5	0	0
The school expects my child to work hard and achieve his or her best.	76	20	3	0	2
The school works closely with parents.	55	38	2	6	0
The school is well led and managed.	68	29	3	0	0
The school is helping my child become mature and responsible.	61	35	3	0	2
The school provides an interesting range of activities outside lessons.	57	25	8	8	3



## **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**

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

57. When they start in the nursery, many children lack the confidence and independence that are typical for their age. Consequently, even though children make good progress, standards for many are still below those normally expected by the end of the reception year. Good teaching in both the nursery and the reception classes ensures that children achieve well although average and lower attainers still require much support to speak in a group or to persist with activities even in the reception class. Well-trained staff that understand the needs of very young children provide secure and sensitive support by helping them to settle down quickly into nursery routines. Children learn how to co-operate with one another and to be independent in their day-to-day activities. In the nursery, for example, they learn to put coats and shoes on independently. In the reception class, they independently select tools and equipment for a task. Staff manage children very well and keep careful observations of each child's development so that they are given the specific help that they need to grow in confidence and self-esteem. The teachers and nursery nurses provide very good role models for the children. For example, children see them talking to each other and to other children quietly and politely and so they begin to concentrate and play alongside each other in the sand or water trays in the nursery and sometimes together in the grocer's shop in the reception class. In the nursery, play tends to be individual, rarely co-operative and sometimes a bit confrontational, although there is always an adult on hand with a gentle reminder to teach the difference between right and wrong. As a result, most children begin to understand what is expected of them and behave well because the teachers and nursery nurses have high expectations of children's good behaviour, co-operation and respect for each other.

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

58. This area of learning has a high priority because several factors prevent many children from achieving the standards expected for their age. Many children have very limited language when they enter the nursery; some have speech difficulties and an above average proportion have special educational needs. With good teaching, they achieve well although only about a third of the class are likely to attain the level expected in speaking and listening, reading and writing by the time they leave the reception class; overall, standards remain well below those expected. The quality of teaching is good and every opportunity is taken to help children to converse through effectively planned activities and patient interactions with children. Good use of questions by the staff, for example, in role-play in the shop or when fruit tasting, prompts the nursery children to engage in very simple conversation. The nursery nurse and the teacher constantly feed in language to encourage children to speak although gains are small and children often do not use the right word, such as when a child used 'stop' instead of 'top' to name the lid of a container. Very few responses are more than one word. The children are taught effectively in small groups and stimulating and colourful resources, such as those used by the teacher to illustrate 'The Very Hungry Caterpillar', help to engage children's interest so that they listen sensibly. Despite this only one out of the four children in that group made any contributions despite the teacher's good use of questions and the lovely relationships.

59. By the time the children enter the reception class, many have benefited considerably from opportunities to listen, speak and write. The teacher's imaginative use of an African story, for instance, helped the children to link letters, words and pictures. In the story, different animals took fruit from a basket balanced on a child's head. Linked with a 'feeling bag' game, children had to take an animal out of the bag, guess its initial sound and choose the matching fruit the animal in the story stole. An older child wrote the letter on a white board whilst others helped the younger children to sing the rhyme. This imaginative use of resources, including books, is a regular feature of lessons and represents the well-planned opportunities used to stimulate reading, writing,

speaking and listening. Children are encouraged to come and write lists and letters in the office, to listen to a story using the tape machine or to share books in the attractive book corner because resources are imaginative and well presented. The teacher and nursery nurse work effectively together to promote early reading and writing skills. Through good use of questions and high expectations, higher attaining pupils are beginning to write their names and their formation of letters is improving, although they still rely heavily on sustained adult support to tackle print. Progress in articulation and expressive language is slow and few children are fluent speakers by the time they move to Year 1 although they try hard to follow the teacher's example. Pupils' progress is carefully assessed and now additional staff and more planned opportunities for target groups to practise speaking skills have been put in place to address this issue further. Standards in communication, language and literacy are similar to those found at the last inspection.

## **Mathematical development**

60. When they start in the nursery most children do not have the mathematical knowledge or vocabulary that is typical for their age. Teachers and nursery nurses in both classes plan carefully together to help children to overcome these difficulties. Children achieve well because the quality of teaching is good although standards overall are still low by the end of reception because of the amount of catching up the children have to do. This is similar to the situation found at the last inspection. There is a good balance between independent practical activities and written tasks. Through careful observations of achievement, teachers target small groups of children to maximise the experiences that are provided so as to ensure that children have plenty of opportunities to gain an understanding of number, pattern and shape. For example, counting skills are practised in the shop; shapes of jam jar lids and sandwiches are pointed out during a sandwich making session; questions such as 'How long?' 'How many?' or 'Can you find the number?' encourage the children to practise their mathematical skills. Teachers are good at assessing what children have learned and this information is carefully recorded and passed onto the reception teacher so that the important basic skills of numeracy are taught progressively. For example, a small group of higher attaining older children with the teacher's skilled encouragement were counting up to 20 and using a dice game to learn how to add two numbers together and record their answers. Effectively organised and managed small groups such as these keep pupils interested and well motivated. They support pupil's learning effectively.

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

61. When they start in the nursery, many children have limited experiences outside their own families and homes. Teacher and nursery nurses plan exciting visits and invite interesting visitors to talk to the children. Good teaching like this extends their experiences considerably but standards remain below what is expected by the end of reception, a similar situation to that found in the last inspection.

62. Teachers and nursery nurses plan together effectively to provide activities that are meaningful to the children. Daily activities playing with sand and water help the children, for example, to investigate different materials using their senses. In the nursery, staff make good use of incidental opportunities to develop language, mathematical and scientific skills in these activities whilst in the reception class carefully made labels require children to complete a specific task. A good feature of the teaching lies in the use of topics such as 'People who help us' or visits to a garden centre to bring together and introduce children to early learning in science, design and technology or geography. Children are encouraged to ask questions about what they see, although a significant number of children have difficulty talking about what they know because of their lack of confidence and limited vocabulary. In the reception class, the additional support for the development of computer skills is good and extends the experiences already developed in the nursery. Small groups of children are eager to work in the computer suite and, because of the high level of good quality teacher support, computer skills linked to literacy, for instance, are developing rapidly.

## **Physical development**

63. The teaching of physical skills is good and regular opportunities to use the outside area and, later, the hall with the addition of specialist teaching means that children are on target to attain the early learning goals by the time they move to Year 1. Most children in the nursery put on their coats and shoes independently, operate the tape machine sensibly and show good control in using knives to make sandwiches. Children's physical skills were also evident when they played outside and moved along planks, climbed along ladders or negotiated turns and pathways effectively around the small yard on their wheeled toys. In the reception class, good teaching by the specialist nursery nurse builds effectively on these skills. Consequently children are already using parts of their body to move with control along a bench, in and out of hoops or across a mat. Because the nursery nurse is a trained gymnastic coach, she takes the lead in the lesson guiding the children skilfully to think about ways to improve their performance. Good use of questions and the use of specific vocabulary is a strong feature of this lesson. Children enjoy their work.

64. Well organised and planned daily activities ensure that the children have plenty of practice to cut, paint and write, for example, and most children by the end of the reception class can use small tools and equipment competently.

## **Creative development**

65. Children's creative work is satisfactory. There are good opportunities in both the nursery and the reception class to paint, cut and stick. In the nursery, daily opportunities to select paintbrushes and paper are well planned and organised. Children initially have limited control in applying paint but daily practice and sensitive adult support helps them to extend their skills. In the reception class, children put these skills to good use and higher attainers particularly take care when printing or painting. Good representations of snowmen, self-portraits and people were carefully displayed showing how children extend their skills successfully. In small groups, children explore different sounds of instruments, sing songs and rhymes and join in sensibly with older children as they sing hymns and songs with gusto. The quality of teaching is good and children benefit particularly where a specialist teacher teaches music with particular expertise. The teachers use drama well to develop speaking skills and a small group of younger reception children began to gain confidence in acting out stories such as 'The Tiger Who Came to Tea' because the teacher modelled the story well. High levels of support and continual monitoring of the children's progress, so that teaching techniques are changed accordingly, keep the children well motivated and interested.

## **ENGLISH**

66. Standards for 11-year-olds compare unfavourably with those at the past inspection. The present Year 6 has a high proportion of pupils who have special educational needs and a significant number of pupils who arrived in the school during Years 5 and 6, many of them with behaviour problems or other special educational needs. The high proportion of boys in Year 6 each year recently has also affected overall attainment because the boys have achieved less well than the girls. Standards of attainment throughout the school in reading and writing are badly affected by the low level of most pupils' skills in speaking and listening. The high rate of absence also affects standards. In last year's national tests for 11-year-olds, results were well below average. This year's Year 6 pupils still have a lot of ground to make up and their standards of speaking, listening and spelling continue to be well below average. Teachers and support staff are working very hard to meet the needs of the pupils and significant improvements are being made, particularly in reading and writing, so that standards of reading for seven-year-olds are now broadly average. Teachers have worked very hard over the past two years to improve their teaching by ensuring that the national guidelines for teaching literacy are followed carefully and this has resulted in recent good achievement for all pupils. The provision for pupils with particular learning difficulties is very good and they are able to take full part in lessons and make very good progress towards their learning targets. Teaching is now good overall with many very good features and this is speeding up the pace of pupils' learning.

67. Many pupils enter the school with poor speaking and listening skills. They have very limited vocabulary and their speech is often indistinct. Few speak in sentences and often adults have to work hard to establish what pupils mean when they try to communicate. This lack of clarity in speaking is reflected often by confused thinking so that pupils have trouble in explaining exactly what they mean. This low starting point adversely affects pupils' progress in English (and in other subjects) throughout the school. In the past, too little has been done to address this problem actively so that pupils' limited vocabulary and inability to construct complete, grammatical sentences has restricted their progress in both reading and writing. Good teaching is now beginning to have a marked impact at the lower end of the school and, by the time pupils are seven, standards are close to those expected for boys and girls of their age. Pupils listen carefully to their teacher and to one another in class discussions and most can speak in complete sentences when giving answers, although they often need prompting to do so and find speaking correctly a chore. A small number of higher attaining pupils are quite articulate as demonstrated by a pupil who discussed the characters in her reading book with confidence, explaining in detail what she thought about them and giving precise reasons.

68. Standards of speaking and listening are poor in Year 6. These pupils have not had enough planned opportunities in previous years to practise and improve their spoken English. Teachers have been used to interpreting what pupils say and not enough has been done to provide structured speaking opportunities such as role play, drama, paired speaking, collaborative and formal reporting of tasks which promote clear, spoken language. This was evident in a discussion in Year 6 on 'What's in the news?' In spite of prompts, photographic evidence and clues from the teacher on what a large city in Iraq might be like, only two out of the 11 pupils who contributed answers could give an opinion and explain the reason for the answer. The rest offered only very simple words and phrases and were most reluctant to expand their comments. The school recognises these weaknesses and has already identified this as an area for development. The teaching of this aspect of English is currently satisfactory but some teachers are taking steps to increase opportunities within lessons in all subjects for pupils to practise and develop these skills. In a very good English lesson in Year 5 on Greek myths and legends, pupils were asked to discuss in pairs the problems faced by characters in the stories and to agree a solution together. This led to animated discussions and negotiation as pupils tried to find a solution that they were both happy with. These pupils regularly work with a partner and their confidence to report their findings to the class demonstrated the success of the strategy.

69. Pupils do well to achieve the standards they do in reading, although they are still below average by age 11 because of the high proportion of pupils with learning difficulties and the large proportion whose learning has been disrupted by movement from school to school. The quality of teaching is consistently good throughout the school, with very good features. When they enter the school, pupils' reading skills are poor and teachers work very hard to instil a love of books in the youngest pupils and establish an enjoyment of reading. Teachers and other staff have a good understanding of how to teach reading, making very good use of 'Big Books' to help pupils learn about how books are structured, how punctuation is used and how stories and characters are developed. They model expressive reading well and expect pupils to read aloud in a confident and expressive way. By the time they are seven, higher attaining pupils are confident to select books they think they will enjoy because they have a good range of strategies for tackling unfamiliar words. Lower attaining pupils know their letter sounds and make a good attempt at sounding out words they do not know. Because they are taught early on to understand punctuation and read with expression, even the lower attaining pupils can gain enjoyment from the action and the characters in their simple books. Teachers in all classes provide a well-planned programme of reading activities in which pupils of similar levels of attainment read together several times a week with adult guidance. Younger pupils are also heard reading individually and detailed records are kept of their progress. Older pupils benefit from more formal work to support reading development. They study a variety of texts in detail to learn more advanced reading skills and in Years 5 and 6 they are taught in sets of similar attainment. As with speaking and listening, however, the oldest pupils have more ground to make up. Higher attaining pupils are confident readers. They enjoy reading for pleasure and have favourite authors. Lower attaining pupils have mastered the basic skills and can use a variety of strategies for reading unfamiliar words but often need prompting to do so and do not try as

hard as they should to ensure they understand what they are reading. In general, however, pupils have positive attitudes to reading and treat books with care.

70. Pupils with particular learning difficulties and lower attaining pupils achieve particularly well in reading because of the high quality support they receive from learning support assistants and, in some cases, the specialist teaching in the unit. Support assistants hear them read regularly and make careful notes of problems and progress so that they can target their help effectively. There are very good relationships at all levels and this gives pupils confidence to have a go. Small steps in success are celebrated and pupils receive praise and encouragement for their efforts.

71. The school has spent money wisely on new books to teach reading and writing and these improved resources are helping to raise standards. The school library is currently being improved but is not yet regularly used by pupils to help them develop research and study skills. The range of fiction and non-fiction reading material for older pupils is still fairly limited and a wider selection would be of particular benefit to those pupils who do not have access to books, journals and magazines at home.

72. Standards are below average in writing in Year 2 and well below in Year 6, where few of the pupils are higher attainers. Pupils do well to achieve as well as they do, however, especially in Year 6, where there has been a lot of ground to make up. Consistently good teaching ensures that pupils have many opportunities to write, both in literacy lessons and in many other subjects. Pupils are appropriately encouraged to use information and communication technology to compose and present their writing. Good writing habits are taught from the beginning and letter shapes are practised frequently so that, by the time they are seven, lower attainers can write simple sentences independently. They make good attempts at punctuation and enliven their writing with simple descriptions. Higher attainers can write at some length, using conjunctions in their sentences, as was seen in a Year 2 pupil's account of firework night. However, the limited use of interesting vocabulary that is a feature of their work reflects the poor start that many of these pupils have in language. Teachers make very good use of work in other subjects to develop writing and, by the time they are in Year 6, pupils are able to write for a range of purposes and audiences. A higher attaining pupil writing a description of her friend in personal and social education was able to list the qualities in a joined, clear and reasonably fluent hand, using appropriate vocabulary, describing her as 'caring and optimistic'. Lower attaining pupils have the same opportunities but writing is a laborious process. Even simple words are often spelt wrongly and sentences are frequently grammatically incorrect. Pupils with learning difficulties receive very good support and guidance from learning support assistants but they work at a slow pace and there is often little to show for their efforts. A strength of the teaching is the way in which teachers mark pupils' work and give written feedback to help them improve. Unfortunately some teachers do not model good handwriting themselves and pupils sometimes cannot read the helpful comments! A good system for setting individual targets in writing helps pupils know how well they are doing.

73. The subject is well managed and frequent checks are made on the quality of teaching and pupils' learning by senior staff. This is enabling the school to raise standards steadily and the impact of the improvements in the subject are already being felt in Years 1, 2 and 3 where standards are now close to average. Pupils' progress is effectively tracked so that the targets set for individuals are realistic.

## **MATHEMATICS**

74. By the end of Year 2, attainment is below what would be expected for pupils aged seven. This is an improvement on the results of the 2002 National Curriculum tests and represents a gradually improving trend. By the end of Year 6, attainment is below national expectations for pupils aged 11. This is also an improvement on the 2002 National Curriculum tests, although the improving trend is not as marked as for younger pupils because the improvements made by the school have not yet impacted sufficiently on the work of the older pupils. As they move through the school, most pupils achieve well, having made good progress from a low base. Significant features



in the below average standards of attainment are the high proportion of pupils with special educational needs throughout the school and the very high incidence of pupil mobility, which inhibits the continuity of education of many pupils. An important factor in the improving standards is the overall very good quality of teaching and the correspondingly very good learning by pupils. This is enhanced by the good use the school makes of assessments in order to identify areas for improvement and to ensure that planning helps pupils to build on previous work. For example, an analysis of assessments helped the school to recognise the need to focus on pupils' problem solving skills. Leading from this, recent initiatives such as the provision of opportunities for pupils to use informal jottings in their calculations are beginning to help the school to raise standards.

75. The school makes good use of the numeracy strategy in order to help raise standards. For example, teachers are aware of the weak language skills of many pupils and ensure that the part of the strategy where pupils devise and explain their own approaches to mental calculations is very well taught. The school has established sound links between mathematics and the other subjects of the curriculum. This helps to reinforce their skills in mathematics and extend their understanding of the other subjects.

76. As they move through Years 1 and 2, most pupils make good progress and develop a sound understanding of number relationships and place value. This is because teachers have a very good understanding of how to teach basic skills. For example, in Year 1, most pupils used the number line to perform subtraction tasks accurately. Higher achieving pupils confidently recognised the equivalent value of coins and used this to perform accurate calculations. In Year 2, most pupils understood the value of digits in numbers. Higher achieving pupils worked accurately on problems involving purchases and change. However, lower achieving pupils were less accurate in their calculations and their understanding of the value of tens and units was less clear.

77. Pupils in Years 3 to 6 make equally good progress in their understanding and use of basic number relationships, although the recall of number facts and calculating skills of some average and lower achieving older pupils is less well developed. This is because improvements in the quality of teaching have not yet had time to impact fully on the work of some of these pupils. In Year 6, higher attaining pupils performed confidently in computational work involving money, length and weight, and used and interpreted first quadrant co-ordinates. However, although they continue to make good progress, the work of many average and particularly below average older pupils showed a less consistently secure knowledge and understanding of basic number relationships and calculations. The generally good progress in number throughout the school is enhanced because teachers have very good subject knowledge which enables them to teach the subject clearly and confidently.

78. Pupils' good progress is further enhanced because teachers generally insist on high standards of presentation to support the accuracy of their work. Although the work of older pupils is generally clearly presented, there are inconsistencies. For example, in Year 6, some pupils did not form their letters and numbers clearly and work on parallel lines was not clear.

79. Teachers generally mark pupils' work regularly and are careful to provide helpful and supportive comments so that pupils know clearly what they need to do in order to improve. In Year 1 work on non-standard measures, for example, the teacher's comments enabled pupils to understand that the objects used to measure length needed to be touching in order to measure accurately. Teachers' comments are often both supportive and challenging, as in a comment in Year 5 for example: "You can order large numbers. Are you ready for millions?" Teachers generally plan their work very clearly and share the lesson objectives with pupils so that they know what is expected. At the end of lessons during the whole class session, they return to the learning objectives and discuss with pupils how far they have come in reaching them. This helps to reinforce pupils' knowledge and skills and gives them an understanding of their own learning.

80. Teachers are very careful to plan work which is suited to pupils' abilities so that they are challenged to make progress at their own levels of ability. In Year 1 work on the equivalent value of coins, for example, higher achieving pupils were challenged to "purchase" items up to the value of

15p and indicate the possible range of coins used. The teacher worked with pupils of average ability in recognising coins to the value of £1 and lower achieving pupils, supported by the nursery nurse, worked on matching coins by size. Older pupils are placed in sets by attainment for mathematics so that teachers are helped to present work which is more closely related to their needs. Within these classes, pupils are grouped according to their abilities so that work is even more closely focused on their strengths and weaknesses. In the Year 6 class for higher achieving pupils, the understanding of fractions and decimals by more able pupils was enhanced because they worked in a group with the specialist teacher of mathematics.

81. Experienced and well trained assistants work closely with teachers to support pupils of all abilities. Pupils with special educational needs make very good progress in work in class or when they are withdrawn from class. Individual education programmes clearly identify areas of focus in mathematics so that pupils are helped to take clear, simple steps to improve their understanding and skills. During lessons, teachers make very good use of assessments in order to support pupils and to guide them on the next steps to take. In Year 2, for example, the teacher made very good use of individual white boards in order to help her to determine pupils' understanding of odd and even numbers. In a lower achieving group in Year 6, the teacher amended her planning because her assessment showed that pupils needed more reinforcement in their work on the use of brackets.

82. Teachers usually present work in lively and interesting ways and manage pupils very well so that they behave well and are usually interested in their work. For example, in Year 5, pupils produced graphs on football scores and, because the teacher used behaviour management strategies well and conducted the lesson at a brisk pace, pupils sustained their concentration, worked hard and increased their skills in doubling and halving. Relationships are very good. This is very significant in developing pupils' confidence in devising and explaining their own calculations. Because pupils know that teachers value and respect their contributions, they are generally increasingly confident to explain their developing skills in describing their strategies for problem solving. This helps to compensate for the difficulties many pupils have in the use of language. Teachers are acutely aware of the importance of language in developing mathematical ideas. They make good use of opportunities in lessons and in the use of the language-rich, interactive displays in classes and around the school to extend pupils' vocabularies and ideas.

83. The subject is very well led and managed and this is a significant factor in the raising of standards. At the time of the inspection, there were two co-ordinators. The school has acknowledged a criticism from the previous inspection and is in the process of reducing this number to one in order to make more efficient use of staff. The co-ordinators are very knowledgeable and experienced and provide very good support for staff. They check teaching and learning in order to make improvements. Co-ordinators make good use of the analysis of assessments and the evaluation of teachers' planning and pupils' work in order to help to raise standards. However, teacher assessments are sometimes optimistic; for example, the teacher assessments in last year's national tests did not match the pupils' actual achievements in the tests. More work needs to be done to ensure that teachers are sure about what pupils need to achieve to reach or exceed the expected levels for their age.

## **SCIENCE**

84. By the end of Year 2, standards are broadly in line with national expectations, an improvement since the last inspection. Standards by the end of Year 6 are also improving but are still below expectations for age, partly as a result of the high proportion of pupils with special educational needs. More able pupils in Year 2 are on target to attain above average levels. This is an improvement from last year's teacher assessments.

85. Pupils are making good progress in science because of the school's practical approach to the subject. The selection and organisation of plentiful resources in practical lessons is a strength

of the teaching. For example, Year 2 pupils worked in pairs using simple circuit boards and could explain why a light bulb does not light when the circuit is broken. Year 3 pupils handled materials to discover their magnetic properties. They explained why magnets attract some things through non-magnetic materials such as paper and plastic. Informative displays relate to the topic being taught, but for the older pupils not enough use is made of them as a learning resource, as a record of work or to remind the pupils of key words.

86. The oldest pupils have many gaps in their subject knowledge and have yet to cover work missed in earlier years so that they fully understand new ideas. This results in slower progress towards the higher levels within the National Curriculum. This was evident when Year 6 pupils began their study of light and needed to recap work on identifying light sources, which Year 2 pupils completed successfully in the same term. Pupils enjoy their science lessons. A Year 5 class showed real pleasure and anticipation when the science teacher began the lesson and consequently paid attention and tried their best.

87. Science teaching throughout the school ranges from satisfactory to very good; it is good overall. A strength is the subject knowledge of the science co-ordinator, who is the specialist science teacher. Junior classes have some or all of their lessons with the co-ordinator, who team teaches with the class teachers. This benefits the learning of all pupils because there are more adults to help with the challenging work set and less able pupils are supported and make very good progress. It also acts as staff development for the class teachers. Teachers point out links with learning in other subjects, as when pupils were asked to identify different metals and the class teacher reminded them of previous work in design and technology. Good teaching is helping to raise standards, particularly in Years 1 to 4.

88. Pupils are shown a range of recording methods to communicate their findings in science. However, they still receive most ideas for observing, investigating and testing directly from their teachers. There are too few opportunities for older pupils to ask and answer their own questions through research, experiments and tests. Their observational skills are improving but pupils do not for the most part measure accurately, neither do they explain what makes their tests fair. Pupils in Years 1 to 4 are becoming skilled in recording their work independently and neatly. The more articulate pupils are beginning to use correct vocabulary in sentences to explain what they have learned because teachers emphasise new words and insist that pupils practise using them. The majority of older pupils are limited by poor language and literacy skills and need much direction and support to explain their thinking before recording it. Lower attaining pupils are helped to do this, usually by the learning support assistants.

89. Teachers adapt planning from national guidance to build on the prior attainment of pupils in response to how well pupils have achieved in lessons. They assess work and progress regularly but not all teachers are confident about levels in the National Curriculum. This is an area identified for development and staff training, along with use of information and communication technology. Though the school monitors planning and displays, this is not enough to give an accurate view of standards. The school has yet to analyse pupils' work and observe teachers systematically in order to be confident in measuring pupils' attainment against national standards and in identifying areas for development in teaching.

90. More time has been allocated to teaching science as suggested after the last inspection. However, the extra time is sometimes used in large blocks and consequently not always used effectively; occasionally sessions are too long for the work planned, the pace slows and pupils' enthusiasm wanes.

## **ART AND DESIGN**

91. Standards by the end of Year 6 are on target to be above the national average, an improvement since the last inspection. They are broadly in line for Year 2 pupils. Pupils of all

abilities achieve well and, in particular, pupils with special educational needs and those with behaviour difficulties are enabled to make very good progress. Among the reasons for the above average standards is the high profile the school gives the subject. This is shown in the quality of display, through which pupils are able to experience a wide range of art from all over the world, shown alongside their own work. Frequently the work chosen on merit for display is that of lower attaining pupils and those with behaviour difficulties. These pupils are enabled to achieve good standards of mask making, for example, by attending an art club run by a practising artist as part of the 'Solutions' group. Events such as Arts Week provide high levels of motivation for all pupils, not least the disaffected boys in Year 6. Higher attainers also produce work of above average quality in a variety of media and forms. Pupils see themselves as artists in their own right and consequently work with high levels of concentration, producing work that they are rightly proud of. Pupils worked in mixed age groups during Arts Week, producing, for example, brightly painted pictures for the wall in the middle of the playground. Older pupils have had opportunities to design public works of art such as the gates at the entry to the estate, the sundial on the Millennium Green and a large collage in the local church. Such events and experiences have also raised teachers' expectations of what is possible and introduced them to previously unfamiliar techniques and ideas.

92. Pupils' skills in, for example, observation are systematically developed alongside their growing experience of other artists. For example, a lesson on still-life drawing with pupils in Year 5 was accompanied by study of several examples painted by famous artists, including one picture down-loaded from the Internet by a pupil for homework. As well as insisting on careful observation, the teacher was careful to provide a variety of media and to demonstrate appropriate ways of using them. The curriculum is a very rich one so that, by the time they leave the school, pupils have experienced an unusually wide range of activities. For example, displays included good quality pencil drawings of sculptures based on a visit to the Yorkshire Sculpture Park, carefully constructed wool wraps in the style of David Hockney (celebrated elsewhere as a local artist), tapestry, sewing, masks in a variety of styles and pictures of dream catchers.

93. The quality of teaching is good overall and often very good. Teachers are mostly confident and knowledgeable in discussing art and artists and they are careful to provide as wide a variety of works of art as possible to stimulate pupils' work in the lessons. For example, pupils in Year 6 examined three masks before going to the art room to make their own; one was from Bali, one from Italy and one made by a pupil. Pupils were gripped from the start, enthusiastically admiring the quality of the pupil's work and being amazed that the Italian mask was made of cardboard. When they proceeded to work with the visiting artist and the teacher, their motivation was high and they were confident that they could make equally good masks themselves – indeed, the work they produced was almost all of good quality. Teachers organise their lessons well and manage the pupils very well. Relationships are often very constructive and teachers and supporting adults praise and encourage creativity and originality. The co-ordinator and the visiting artist work extremely effectively as a team and learning support assistants are also used very effectively. Basic skills such as shading are taught well. Pupils' work is given status by the careful and imaginative way in which it is displayed, often alongside great works of art.

94. The subject makes a very strong contribution to pupils' personal development. Pupils learn to appreciate and enjoy art from all over the world and to be creative themselves. The very effective co-ordinator provides a very good lead in ensuring that pupils enjoy a very rich art curriculum and has a clear view of the standards and quality of teaching and learning in the school. More formal assessment procedures are being developed to supplement the use of pupil assessment diaries.

## **DESIGN AND TECHNOLOGY**

95. Standards in the subject are similar to those at the last inspection and are average by the end of Year 6. Pupils make at least satisfactory progress and, where older pupils benefit from additional specialist teaching, their progress is good. Additional staff supports pupils with special educational needs very effectively. The subject is managed well and the monitoring of teachers'

planning and pupils' work now gives a clearer picture of pupils' achievements. The introduction of additional resources to support teacher's lesson planning and an emphasis on practical tasks, for instance, has resulted in some well-finished models of a good quality. Assessment systems are also now in place although not yet rigorously applied.

96. Pupils learn the skills of the subject systematically although their experience with mechanical components is under-developed. Clearly labelled drawings of wheeled vehicles made by pupils in Year 2 included simple written evaluations of their work. The accuracy and detail of scale drawings of older pupils is not yet precise enough, however.

97. Because the teacher shared the learning objectives of the lesson well, Year 2 pupils were eager to start making a pattern and using it to cut out a shape for a robe. They concentrated carefully whilst pinning, cutting and tacking their pattern onto hessian, persevering with the task and taking a pride in their work. Pupils' measuring and recording skills are sometimes limited, however, as in a Year 3 lesson to investigate and make a simple card frame. Pupils with weaker reading skills received invaluable support from other adults to complete a recording sheet and consequently worked productively. Good attention to subject vocabulary was made in both these lessons as well as opportunities to listen, speak and write.

98. Teachers now ensure that pupils' preparation for their design work is useful and informative. For example, in Year 6, pupils tested a variety of shelters before designing their own. Higher attainers produced interesting and creative designs. There is insufficient detail in scale drawings, however, even in the higher attainers' work. In a more recent project pupils' work schedule identified clearly the choices of material to be used in designing and making a wall hanging.

99. The overall quality of teaching and learning is satisfactory. A strong feature of lessons is the very good management of pupils, the team teaching and the use of support staff and resources. In a good Year 6 lesson to make a simple wall hanging, the quality of resources collected by the specialist teacher and attractively laid out in the design and technology resource room meant that both boys and girls pored carefully over them and made informed choices about the materials needed to sew on their own designs. Because prior work had been carefully thought out and planned by the teacher, pupils had already studied a variety of wall hangings to stimulate and help them to decide how they would produce a pattern for their own design. The additional support of a specialist teacher in the junior classes and the successful use of a classroom as a specialist area are typical of the status the subject has in the school.

## **GEOGRAPHY and HISTORY**

100. In both subjects, pupils achieve the standards expected for their age by the end of Year 2. Pupils by the end of Year 6 achieve standards that are below expectations for their age. Year 5 and Year 6 pupils have not benefited from systematic, good teaching when they were lower down the school. The improved teaching and curriculum in history and geography have not yet raised the attainment of pupils sufficiently by the end of Year 6. There are gaps in the pupils' knowledge and skills, and combined with a high proportion of pupils with special educational needs, this results in lower attainment overall.

101. In Years 1 and 2, both subjects are taught in sufficient depth and in an interesting way, following the school's guidelines and schemes of work closely. This ensures that, by Year 2, pupils develop geographical and historical knowledge and skills. For example, in history, they learn about people and events from long ago and can talk confidently about Florence Nightingale as a real person, her life and work, and how she helped change hospital conditions in the Crimea. They are able to make comparisons between hospitals then and now. They recognise different ways of finding evidence about the past and refer to Samuel Pepys as an 'eye witness' at the time of the Fire of London.

102. Geography is enjoyed by pupils in Years 1 and 2, who talk freely about where they live in

Bradford, how it has changed in recent years and what they would like to see provided on the estate. They offer their own ideas, such as a park to play in after school or a sports centre in which to learn basketball. They know about other places from their own experiences on holiday and from their lessons about the travels of Barnaby Bear. They know that some places are hotter than Bradford and can compare home with seaside places like Great Yarmouth and wooded areas like Sherwood Forest. They make links with history by naming Robin Hood, but do not recall that London is the capital of England, even though they have studied the Great Fire.

103. In Years 3 to 6, pupils are now able to build on their early learning in history and geography, and enjoy their lessons, but history teaching is more effective than geography, largely because teachers are not as confident in geography as in history. Year 6 pupils recall with pleasure studying Ancient Greece. They know about characters, events and legends and can name Greek gods and goddesses. Even the higher attainers, who talked knowledgeably about Greek mythology, find it difficult to explain different sources of evidence about the past because their use of language, vocabulary in particular, is poor. They offer phrases such as 'from ruins, people digging things up, old things, people tell other people what they saw', but do not use terms such as 'witness' and 'archaeology', which might be expected from the oldest pupils. The teaching and curriculum in geography are not yet having the effect of raising attainment as much as they are in other subjects. Year 6 pupils need to be prompted to recall anything from previous geography study units. Only one, a more able pupil, offered any information about de-forestation and acid rain, which they had been studying. They were able to offer more information about the stages and features of a river but little about its effects on the landscape. Pupils became excited, however, as they talked about visits to different places but the geographical content of the discussion was sparse, indicating poor recall and limited subject specific language.

104. The new scheme of work for geography is intended to link with history units but no mention was made of modern Greece when pupils talked about Ancient Greece. There are also times when literacy and history links appear to get in the way of teaching and learning geography. This was the case when a teacher tried to consolidate use of capital letters and reinforce the sound made by 'equ' while teaching about weather, seasons and the equator. Many pupils failed to understand what the equator is or where to locate it on the globe because of the over-emphasis on phonics. In history, however, the literacy links are beneficial in that pupils recall legends from literacy studies and are encouraged to represent information about the past imaginatively, for example, as journalists in Troy at the time of the siege. This fires their enthusiasm and results in lasting gains in knowledge and understanding about the past. There is satisfactory use of information and communication technology in both subjects.

105. No history teaching was observed during the inspection, although evidence of what pupils know and can do indicates teaching in history to be satisfactory or better for all pupils. Teaching in geography, observed in junior classes only, ranges from unsatisfactory to very good and is satisfactory overall. Features of the good teaching are clear explanations and expectations of what pupils are to learn and to do, a brisk pace and a mix of interesting activities which extend pupils' knowledge and thinking and allow them to practise and acquire geographic skills and vocabulary. This was seen in a lesson about Mount Snowdon in which the teacher briskly recapped mountain names and locations around the world, discussed their formation, challenged pupils to find out about glaciers for homework, and led them carefully through a series of map reading exercises, using grid references, measuring and reading scale to calculate the distance between Bradford and Mount Snowdon in Wales. This proved to be a stimulating introduction to the main activity. In another lesson, with the same focus, pupils spent too much time repeatedly making notes for a leaflet about the mountain, without opportunities to practise geographic skills. Pupils' interest was lost by the low level activity and, as a result, behaviour became challenging and more time was lost in trying to restore good attitudes and behaviour, which pupils had shown earlier while watching an informative video. Tasks were not matched to full range of ability in the class, so that the most able were not challenged and were frustrated in their attempts to progress to writing their information leaflet.

106. Both the history and geography co-ordinators are developing a good understanding of what

is involved in leading and managing their subjects. They have secured adequate resources to match the schemes of work and, although the subjects are not included separately within the school development plan on advice from the local education authority, they have a subject action plan which identifies strengths and areas for development. Co-ordinators are developing strategies for monitoring standards, by checking teachers' planning, looking at pupils' work and using the assessment tracking system which has been newly introduced. This is not used sufficiently well as yet to give the co-ordinators an overview of standards across the school. For example, standards in geography were thought to be average for age, but the tracking sheet shows roughly one third of pupils entering Year 6 were assessed as well below average. The school has rightly identified assessment as an area for development. In history, the co-ordinator has identified that teachers need to be consistent about National Curriculum levels. In geography, the co-ordinator plans to take advantage of the good links with the local high school to further the work on assessing pupils' knowledge and developing their mapping skills. Progress is slower on the geography action plan because of staff absences and the programme of monitoring is behind schedule.

107. Satisfactory improvement has been made overall in both subjects since the last inspection, despite the apparent fall in standards in history at the end of Year 6, which is largely a factor of the particular characteristics of that group of pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Standards in information and communication technology are average by the end of Year 6 although higher attaining pupils in both Year 2 and Year 6 are working at above average levels. Standards of work are improving rapidly through the school because of the good subject leadership and management and effective teaching and learning. This is an improvement since the last inspection. Lessons take place in a well-resourced computer suite with the specialist teacher. Pupils, including those with special educational needs, achieve well. Both boys and girls use computers confidently, encouraged, challenged and enthused by the specialist teaching and the effective support of additional staff that work together very well. They provide very effective role models so that pupils' relationships are very good. Pupils listen carefully and follow instructions well so that work is productive throughout the lessons.

109. A very good lesson in Year 2 kept pupils fully engaged as they practised the use of the flood fill tool to create highlights of colour and give pre-prepared pictures of the teachers 'mad hair'. Both teaching adults have very good subject skills and they support pairs of pupils very well as they move around demonstrating skills and taking learning further. Very good relationships between pupils and teachers supported learning well so that both boys and girls worked sensibly together as they developed confidence with the task. Higher attaining pupils can use the icons on the tool bar accurately to achieve the desired effects whilst less skilled pupils have less dexterous mouse skills and have not yet fully mastered the flood fill tool, for example. Pupils know how to start the computer, key in their user number to start the program and select saved work from their folder. They use the correct terms such as 'screen saver', 'desktop', 'edit' and 'undo' with understanding and ease.

110. The quality of teaching is consistently good because pupils benefit from working regularly in the computer suite with the same members of specialist staff and their own teacher. Lessons are planned imaginatively and cover skills progressively and systematically in information technology and also to support subjects such as geography or history. For example, Year 5 pupils searched a database to answer challenging questions about monarchs and, in Year 6, pupils used the Internet to research mountain ranges for geography. This learning was then linked to a follow-up lesson in the classroom where teachers made use of additional computers. However, this is not yet a consistent feature for all teachers. A good balance of skill teaching at the beginning of lessons, when the teacher clearly introduces the purpose of the lesson, coupled with practical tasks and a follow-up to assess pupils' progress at the end are a consistent and strong feature of each lesson. This means that, before moving on to another lesson, pupils re-visit key vocabulary and skills and

are encouraged to evaluate their work and think about how they can improve further. This provides very good support for developing speaking and listening skills as well as pupils' self-esteem and confidence. Good opportunities are taken to encourage pupils to take work home at this time.

111. Exciting and informative displays of pupils' work give a very good picture of how knowledge, skills and understanding linked to other subjects of the curriculum are developed through the school. For example, Year 1 pupils produced pictorial charts and counted colours of vehicles they had collected; in Year 4, pupils used a range of tools and a variety of techniques to produce creative Islamic patterns. In Year 5, pupils created high quality playground designs. In Year 6, pupils skilfully employed presentations in vision and sound to support their literacy work on poetry and to create an interactive counting activity for younger pupils. Systems for checking pupils' progress are now in place and include particular attention to pupils' use of technology to control, for example, floor robots and traffic lights, a feature that was identified as a weakness at the last inspection. The school has rightly identified the further training of staff to extend the use of computers in the classroom.

## **MUSIC**

112. Standards are at expected levels by the end of Year 2 and the end of Year 6. Standards in singing are above average for older pupils. This is an improvement since the last inspection. Pupils of all levels of ability achieve well. Pupils who have special educational needs are enabled to participate successfully because of the stimulating choice of material and the very good support they receive from teachers and learning support assistants.

113. The school's use of a visiting specialist teacher ensures that pupils learn musical skills in a systematic way as they move up the school. Children in the reception class join in the singing with pupils from Years 1 and 2, picking up the words and sharing the enjoyment under the enthusiastic lead of the teacher. Workshops with individual classes focus on developing skills of composition, listening and performance and extending the pupils' experience of a range of musical instruments. Class teachers work alongside the specialist teacher for one workshop in three and then develop the learning separately with their classes. This serves the double purpose of developing the pupils' musical abilities while providing effective training for the class teachers. All teachers attend the very good singing assemblies that the specialist leads with infant and junior pupils and play a full part. Junior pupils, for example, were inspired to greater efforts by the teachers playing flute and saxophone, with the vicar on trombone, to accompany the specialist on the piano. The singing that resulted was of a very high quality and ranged from a reflective song praying for peace to a song about Chinese New Year, a song sung in German and, as a rousing climax that had everybody going, a lively jazz piece. All teachers participated enthusiastically in the singing, setting a very good example for the pupils, who responded extremely well.

114. The school provides good opportunities for pupils to sing and perform in public, singing for local senior citizens, for example. A small number of pupils learn to play brass instruments and a teacher runs a recorder club that is well attended. Music has a high profile in the school and featured strongly during the Arts Week, which included performances and workshops by African drummers and Asian musical groups. A variety of musical groups visit the school at other times and this adds to the range of musical experiences that the pupils have. The subject is well led and managed and has a very positive effect on pupils' personal development, particularly their spiritual and cultural development.

## **PHYSICAL EDUCATION**

115. Standards are at expected levels by the end of Year 2 and the end of Year 6 and pupils of all levels of ability make steady progress across the range of the curriculum. Standards in dance and games for older pupils are enhanced by the expertise of visiting teachers and coaches. Overall



standards have been maintained since the last inspection but standards in dance and games have improved. Pupils who have behavioural disabilities benefit from extra lunchtime activities in a small group with another specialist teacher and they also respond particularly well to the dance teacher, proudly performing the dances they have created in their own time at home. The attitude of boys in particular to dance has been transformed. Pupils behave well in most lessons.

116. Because the class teachers participate in these sessions, their own skills in teaching dance and, for example, rugby are also enhanced. At present, the quality of teaching is overall satisfactory but there are signs that the expertise of the visiting staff is helping to develop the skills of the teachers. Standards are also benefiting from the extra time given to the subject both in class and at other times.

117. The effective and capable subject co-ordinator has worked very hard to raise the profile of the subject and there is now a rich variety of well attended clubs and activities to support sports, games, gymnastics and dance. The residential trip for pupils in Year 4 includes outdoor and adventurous activities. The subject benefits from the expertise of a specialist gymnastic coach in the reception class and from the Huff and Puff club run by trained lunchtime supervisors. The healthy eating project also raises awareness of the need for exercise. Very good links with the high school have resulted in contributions from expert dance and football teachers, the latter providing a strong role model for the girls. The school's involvement in the school sports co-ordinator project has led to more participation in competitive events with other schools. All these initiatives are beginning to raise the quality of teaching and the confidence of teachers. The subject is very well placed to continue to develop.

## **RELIGIOUS EDUCATION**

118. The school has continued to improve the provision for this subject since the last inspection. Pupils' achievement in the subject is good and standards by the end of Year 2 are typical for their age. They are still below average by the end of Year 6, however. This reflects the fact that religious education had a low profile in the school in the past and, while the oldest pupils have achieved a great deal in the last year, they still have a long way to go to catch up. Their problems are compounded by the fact that they have poor communication skills and cannot record what they have learnt in the depth and detail expected for their age.

119. The quality of teaching is good. Teachers follow a new scheme of work that is based on the guidelines of the locally agreed syllabus. This ensures that pupils have opportunities both to learn about the major world faiths and to learn from them. This reflective element is taught very well throughout the school, although there was less evidence for it in the work of the Year 6 pupils than in other years. A very good example was seen in a successful Year 1 lesson in which pupils were learning to appreciate the wonder of the natural world in their study of special places. They watched a high quality video tape of the English Lake District, and made simple notes in the form of pictures and words of all the natural features they could see on the tape. Relaxing classical background music helped them reflect on the beautiful scenery and the whole experience reinforced the notion of 'special'. By the end of Year 2, pupils understand through simple stories and celebrations like harvest festival that people of different faiths have people, places and celebrations that are special to them.

120. Pupils in Years 3 to 6 are regularly taught to compare and contrast some of the major world faiths in each area of study. For example, Year 5 pupils learning about special people had worked with partners to make notes on how special people, namely Jesus, Buddha and Guru Nanak, had been viewed by their followers, and how different religious leaders have been depicted in paintings. These studies enable pupils to recognise the diversity of religious beliefs. However, pupils in Years 5 and 6 have such gaps in their knowledge that they still have much confusion about even the most basic facts about the main faiths they have studied. When questioned, one higher attaining pupil could remember studying Christianity, Buddhism and Sikhism but five others could recall very little

and struggled to remember the names of the important place of worship for each faith.

121. Teachers use a good range of teaching methods to bring the subject alive. They make use of religious books and artefacts, videos and visits to local places of worship. Pupils are given opportunities to work in pairs and small groups to carry out research, and the subject is used well to develop pupils' writing skills. Good quality displays of pupils' work in the subject raise its profile around the school and make a very positive contribution to pupils' spiritual development. Pupils' attitudes to the subject are generally positive. They respond very well to opportunities for practical activities, such as the Year 4 walk around the neighbourhood to look at local churches. These pupils produced some interesting writing on their feelings about how being in the church affected them. In lessons, pupils with learning and behavioural difficulties receive very good support from learning assistants and take full part in activities.

122. The subject co-ordinators are working hard to sustain the rate of improvement that has been made over the past two years. They have checked books and some lessons to identify areas for further development and recognise that some teachers require further training to improve their own understanding of the subject. Teachers could usefully review the balance of time given to the study of different faiths to ensure that one or two are studied in better depth and detail to lessen the confusion that currently exists in the older pupils.