

INSPECTION REPORT

IQRA PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 132177

Headteacher: Mrs S Anwar-Bleem

Reporting inspector: Mrs M Warburton
22522

Dates of inspection: 31st March - 3rd April 2003

Inspection number: 248920

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Bashir
Date of previous inspection:	n/a

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22522	Mrs M Warburton	Registered inspector	Music Physical Education	The school's results and pupils' achievements How well are pupils taught What could the school do to improve further
31729	Mr B Harrington	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
10911	Mrs C Deloughry	Team inspector	The Foundation Stage Special Educational Needs Religious Education	
18059	Mrs R Harrison	Team inspector	English as an additional language Educational Inclusion Science Design and Technology	How well is the school led and managed
32135	Mrs S James	Team inspector	English Art History	How good are the curricular and other opportunities offered to pupils
27899	Mrs G Beasley	Team inspector	Mathematics Information and communication technology Geography	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Iqra Primary School is a new school, opened in September 2000, following the re-organisation of schools in Bradford. It is situated in the Manningham area of Bradford and occupies part of a former middle school building. In September 2001 the school had a fire that destroyed the main building. As a result it now operates from four separate buildings – a temporary administration block, a temporary nursery and group room, the main building which houses the hall, reception and Year 1 classrooms, and another building which is away from the main site and has four classrooms. Plans are in place to restore the main building in the near future.

At present there are 224 pupils on the school's roll, 26 part-time pupils in the nursery, 60 pupils in the reception year, 88 in Key Stage 1 and 50 in Key Stage 2. This imbalance is because it is the intention that the school will grow in size year by year as the first full cohort of pupils, now in Year 2, moves through the school. Most of the pupils in Key Stage 2 are either siblings of Key Stage 1 pupils or have moved to the school from other schools or other countries.

The percentage of pupils who are eligible for free school meals is well above average. The percentage whose mother tongue is not English is very high at 95%. Most of these pupils are from Pakistani or Bangladeshi backgrounds, with some from other parts of the world. Twenty-one per cent of pupils have special educational needs. Most of these pupils have learning difficulties and a few have behavioural difficulties. The percentage of pupils with a statement of special educational needs is around average at 1.3%. Pupils' attainment on entry to the school is well below average.

HOW GOOD THE SCHOOL IS

This is a good school, which, in spite of particular difficulties relating to the accommodation, caused by the extensive fire in 2001, provides a good education for its pupils. The headteacher, supported by an effective Governing Body, provides very strong leadership and direction to the work of the school. Most of the teaching is good, and children get off to a very good start in the foundation stage. Throughout Key Stages 1 and 2, pupils make good progress. As yet this is not reflected in the standards achieved at the age of eleven. The school makes good use of the resources available and provides good value for money.

What the school does well

- The headteacher, supported by an effective Governing Body, provides strong leadership and direction.
- Good teaching, especially in English and mathematics, results in pupils making good progress.
- Provision for children in the foundation stage is a strength.
- The school takes good care of its pupils, and procedures for monitoring and promoting good attendance are very good.
- Good use is made of all available funding, and financial management is good.
- Pupils show very high levels of respect for different faiths and cultures.

What could be improved

- Standards achieved by pupils in English, mathematics and science by the end of Key Stage 2.
- Standards in information and communication technology, art and design and geography throughout the school.
- The role of the co-ordinators in monitoring and developing their subjects, and in ensuring that the new assessment procedures are implemented consistently across the school.
- The accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a new school that had not previously been inspected. After opening in September 2000, good progress was made in establishing systems and procedures, developing the curriculum and building the staff team. Much of this good work was destroyed by the fire in 2001, and subsequently staff morale was low. Since then much work has taken place towards ensuring that the best possible quality of education is provided given the difficulties of the accommodation. Staff morale has improved and there is now a good sense of teamwork and a good capacity to continue to improve. Standards achieved by pupils are improving, and the new nursery is enabling pupils to get off to a very good start in their education.

STANDARDS

The standards achieved by pupils by the end of Year 6 are below average. Because so few pupils took the national tests for eleven-year-olds in 2002, national comparisons are unreliable. When children start in the nursery their attainment is well below that expected for their age. In the foundation stage they make very good progress so that by the time they start in Year 1 many achieve the Early Learning Goals, but few exceed them so that attainment overall is still below average, except in personal and social development. In Key Stage 1, pupils make good progress, and inspection findings are that by the age of seven standards are in line with national expectations in English, mathematics and science. In the national tests taken by pupils in Year 2 in 2002 standards were well below average in reading, below average in writing and above average in mathematics. When compared to similar schools, standards were average in writing, well above average in mathematics and below average in reading. Pupils continue to make good progress in Key Stage 2 but their attainment in English, mathematics and science is adversely affected because many are new to English, have come to the school from other countries and other schools or have special educational needs. Pupils who are not affected by these factors achieve standards that are in line with expectation for age. Given the low levels of attainment on entry to the nursery and the difficulties that many pupils throughout the school have with English, pupils make good progress.

Standards achieved in religious education, design and technology, history, music and physical education are average by the end of both key stages. In art and design, geography and information and communication technology standards are below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and involve themselves eagerly in the activities provided. Most are prepared to persevere with their work, even when they find it difficult.
Behaviour, in and out of classrooms	Satisfactory. In assemblies, pupils' behaviour is excellent, and in most lessons it is good. However, in some lessons and in the playground some pupils' behaviour can be disruptive.
Personal development and relationships	Good, especially in the respect that pupils show for the faiths and beliefs of others. Pupils are generally polite to adults and relationships are particularly good when pupils are supervised. Pupils work very well in pairs and small groups.
Attendance	Satisfactory. The school works very hard to promote good attendance and has been successful in securing improvement, in spite of the number of pupils who take extended holidays during term time.

TEACHING AND LEARNING

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

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

Teaching in the foundation stage is very good and enables children to get off to a very good start in their learning. Teachers and support staff in the nursery and reception classes have a very good understanding of the needs of young children, including those whose mother tongue is not English. In Key Stage 1, good teaching enables pupils to make good progress and to achieve well. Teaching in Key Stage 2 is satisfactory overall, and is good in Years 5 and 6. Throughout the school, the basic skills in literacy and numeracy are taught well. The teaching of pupils who have special educational needs, and those who speak English as an additional language is good and often very good. Support staff make a very valuable contribution to pupils' learning. Teaching is particularly good in music, where a specialist teacher provides interesting and relevant activities that enable pupils to make good progress. Teaching is good in religious education because of the strong emphasis that teachers place on relating the lessons to pupils' own knowledge and experiences. In information and communication technology, teaching is unsatisfactory because pupils are not given enough opportunities to practise and develop their skills.

Teachers plan their lessons well to ensure that the work provided builds on what pupils already know. They give very clear instructions and explanations. Occasionally they miss opportunities to develop pupils' language skills. Most lessons are well organised and teachers usually manage pupils' behaviour well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The school provides a very good curriculum for children in the foundation stage. The curriculum in Key Stages 1 and 2 meets statutory requirements for the subjects of the national curriculum and religious education, but because of the priority given to English, some subjects, such as art and design and history, receive too little time.
Provision for pupils with special educational needs	Good. Pupils are supported well in the core subjects. Individual Education Plans are carefully targeted and pupils' progress towards their targets is monitored.
Provision for pupils with English as an additional language	Good. Pupils learning English as an additional language have satisfactory access to all areas of learning and are taught well. Occasionally pupils are withdrawn from some lessons for additional language support and this has a negative impact on their progress in some subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Assemblies and the school's programme for personal, social, health and citizenship education make a valuable contribution to pupils' personal development.
How well the school cares for its pupils	Good. There are good procedures in place for ensuring pupils' health, safety and welfare. The safety of pupils on this difficult site is a prime concern for the school. Procedures for assessing pupils' attainment and progress are satisfactory, and for monitoring and supporting personal development they are good. Procedures for monitoring and improving attendance are very good.

The school's partnership with parents is good, and parents have positive views of the education that their children receive. Good information about children's progress and the activities provided is given to parents. Staff are very vigilant regarding the safety and welfare of pupils when moving between buildings and in the rather congested playground.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides very good leadership and management and has ensured that major developments have been pursued since the school opened. However, the co-ordinators have not had enough time to play a full part in managing the subjects for which they are responsible.
How well the governors fulfil their responsibilities	Good. The Governing Body, led by a dedicated chair, plays an effective role in shaping the direction of the school and has a good understanding of its strengths and weaknesses. Governors provide very good support for the school.
The school's evaluation of its performance	Good. The headteacher has made a good start in monitoring and evaluating teaching and learning and makes good use of available data. There is room for more involvement of subject co-ordinators.
The strategic use of resources	Good. Specific grants are used very effectively for their designated purposes and finances are managed very well.

The headteacher and Governors have led the school very well through a very difficult period following the fire in 2001. They have made sensible decisions to maintain good levels of staffing, particularly support staff, who have a very positive impact on pupils' learning. The accommodation is poor; it has a negative impact on morale and makes delivery of some aspects of the curriculum difficult. Although every effort has been made to ensure that resources lost in the fire have been replaced, there are still shortages in some areas, and lack of storage space is slowing down the school's attempts to fully resource all areas of the curriculum. All spending decisions are carefully considered by the Governors, who apply the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard and achieve their best • The school helps their children to become sensible and mature • They feel comfortable about approaching the school • Their children like school • The teaching is good 	<ul style="list-style-type: none"> • A few parents would like more information about their children's progress • At the parents' meeting a great deal of concern was expressed regarding the accommodation

The inspection team agrees with the positive views of most parents. The information to parents about their children's progress is judged by the team to be good. The team agrees with parents that the present accommodation is not good enough.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 national tests taken by pupils at the end of Year 2, standards were well below the national average in reading, below average in writing and above average in mathematics. When compared to similar schools the results were below average in reading, average in writing and well above average in mathematics. These results represent an improvement on the previous year, which was the first time that pupils in the new school took the tests. The percentage of pupils achieving the expected level 2 was well below average in reading, but was average in writing and mathematics. The percentage of pupils achieving the higher level 3 was very low and in the bottom 5% of all schools in reading, below average in writing, and above average in mathematics. In science, as judged by teacher assessment, standards were below average at the expected level, and well below at the higher level. Boys did better than girls in reading and writing but the reverse was true in mathematics.
2. It is not appropriate to compare the results at the end of Year 6 in 2002 with the national figures because too few pupils took the tests to make it a reliable comparison. However, inspection findings are that standards in the core subjects of English, mathematics and science are below average in Year 6. In the current Year 2, pupils achieve standards that are in line with the levels expected for their age in these subjects.
3. When children start in the nursery their attainment is well below that expected for their age in all areas of learning. Because of the very good teaching in the nursery and reception classes children make very good progress in the foundation stage so that by the time they start in Year 1 many achieve the Early Learning Goals. However, few achieve more highly than this and overall attainment remains below average in communication, language and literacy, mathematical development, creative development and knowledge and understanding of the world. In physical development standards are closer to, but still below, average. In personal and social development they are average. Given the low attainment levels at the beginning of the foundation stage, and the fact that many children are either new to English or at a very early stage of learning to speak English they make very good progress.
4. Inspection findings are that by the end of Key Stage 1 standards in reading and writing are improving and are now close to national expectations. This is because the school has had a clear focus on improving standards in these areas. In speaking and listening standards are below average in spite of the efforts that the school is making to improve language skills. This is because of the very high percentage of pupils whose mother tongue is not English. In mathematics by the end of Key Stage 1 standards are average and pupils make good progress in their numeracy skills. In science standards are in line with national expectations, with strengths in the way that pupils' investigative skills are developed. Standards in religious education, design and technology, history, music and physical education are in line with national expectations at the end of Year 2, and pupils make good progress in developing their knowledge, skills and understanding in these subjects. In information and communication technology standards are below the expected levels because pupils have not had sufficient access to computers following the fire and burglaries as they have only recently been replaced. In art and design standards are below the expected levels because of the limited amount of time that the

school devotes to teaching the subject, and progress is unsatisfactory. Standards in geography are also below average but pupils make satisfactory progress.

5. At the end of Key Stage 2 standards are below average overall in English, mathematics and science. This is because of the very high proportion of pupils, over four-fifths, who are either new to English, have come to the school from other countries or other schools, are asylum seekers, have special educational needs or have had periods of extended absence while they have been at the school. Pupils who are not affected by one or more of these factors are on target to meet the nationally expected standards, or higher, by the end of Year 6. Standards in reading and in speaking and listening are below average, and in writing they are well below average, but pupils make good progress given their circumstances. The lack of a school library impedes their progress in developing independent research skills. In mathematics and science standards are below average, and the language difficulties that many pupils have impede their progress. In religious education, design and technology, history, music and physical education standards are average and pupils make steady progress in developing their knowledge, skills and understanding in these subjects. In information and communication technology standards are below average because of the problems that the school has had with resources, and in art and design standards are below and progress is unsatisfactory because the key skills are not regularly taught. Standards in geography are below the expected levels. Pupils have a satisfactory knowledge of geographical facts, but their skills are below average, although progress is satisfactory.
6. Pupils new to English who arrive at the school at times other than the Nursery or Reception Year make good progress because they are carefully assessed on entry and an appropriate programme of learning is identified and monitored in partnership with the support of the local authority. Pupils with little or no English who enter the school in Key Stage 2 make good progress but their overall attainment is sometimes lower than their peers because of the effort they need to make to acquire English to the required standard to access all areas of the curriculum fully. Interruptions to learning, for example, through pupils sometimes moving schools or having extended holidays also limit their overall progress. Pupils with special educational needs make similar progress to their classmates in most subjects.
7. Given the low standards of attainment on entry to the nursery and the range of factors that adversely affect learning, pupils' achievement is good overall. In the foundation stage children make rapid progress and their achievement is very good. In Key Stages 1 and 2 pupils make good progress and achieve well. The school is making good progress towards its' targets.

Pupils' attitudes, values and personal development

8. In general, pupils have good attitudes to school. They involve themselves in activities and are particularly responsive when tasks are interesting. In the sports centre, where the hall is often shared with members of the public or other schools, pupils are adept at disregarding the intrusions of others. Most pupils are prepared to persevere when tasks are difficult, and often display a desire to please. They acknowledge the serious aspects of school assemblies, paying attention to the moral stories and showing respect during prayer. Occasionally however, some pupils are disrespectful to some adults in school. Parents state that their children enjoy coming to school.
9. Pupils' behaviour in and around the school is satisfactory. In assemblies, their behaviour is exemplary. In the playground, however, some pupils engage in boisterous play. This is unsociable within the group involved, as well as impinging upon the play of others because of the small playground area currently in use. In lessons where

teaching is less challenging, some pupils engage in disruptive behaviour and several seek distractions outside of the lesson by wandering about the classroom or engaging one another in irrelevant conversation. However, the school's behaviour management system is effective in ensuring that in most lessons such disruptions are dealt with effectively. There have been no exclusions. Most parents believe that behaviour in school is good.

10. Pupils' personal development is good, especially in the high levels of respect that pupils show for the faiths of others. Pupils are generally polite to adults and relationships are particularly good when pupils are supervised. They work very well in pairs and small groups, during physical education lessons, for example. There are limited opportunities for pupils to take responsibility for aspects of their learning such as undertaking research of topics. They are regularly given choices to make and, in some lessons, pupils manage their own activities well. The buddy system is valued by adults and pupils alike, and provides opportunities for older pupils to develop their social skills. The vast majority of parents responding to the inspection survey agreed that the school is helping their children to become mature and responsible.
11. Children in the foundation stage approach their tasks with interest and enthusiasm. They respond well to the warm, secure atmosphere created by their teachers and are confident and happy. Their behaviour is very good and they form very good relationships with adults and each other.
12. Pupils learning English as an additional language have generally positive attitudes and are keen to learn. They enjoy school and try hard to please, especially when the work is interesting, challenging and well presented. Occasionally, a small minority of older pupils find it hard to sustain concentration and do not work as hard as they might. Additional support staff help pupils in every class and pupils appreciate the attention they receive.
13. Pupils with special educational needs are included in all school and class activities. They are often supported in small groups within the classroom, where they cover similar work to the rest of the class, which is matched to their needs. Most form good relationships with other pupils and the adults who support them.
14. Attendance is satisfactory. Last year, the rate of attendance was 94.4%, which was broadly in line with the national average, and a significant improvement upon the previous year when the rate was 89%. During the same period, the rate of unauthorised absence was 0.3%, which was better than the national average. This rate, too, is an improvement upon the previous year when the figure was 1.5%. The school has worked hard to achieve these levels of attendance, particularly when some pupils have extended holidays during term time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Teaching is good overall. In the foundation stage it is very good and enables pupils to get off to a very good start in their education. In Key Stage 1 teaching is good. In Key Stage 2 teaching is satisfactory overall and good in upper Key Stage 2.
16. The very good teaching in the foundation stage is the main factor in the very good progress that children make. Teachers and support staff have a very good understanding of the needs of young children, including those whose mother tongue is not English. They are adept at finding opportunities to question pupils in order to promote their speaking skills, and ensure that they give them sufficient time to think and respond. There are very good relationships, and a calm, secure atmosphere is maintained at all times. Activities are very well organised and clearly reflect the learning objectives for the session and meet the needs of individual pupils. Good use is made of opportunities for pupils to develop independence, for example, when ticking off their own names when they have used the computer, or helping to set out the milk and snacks.
17. The basic skills in literacy and numeracy are taught well throughout the school. A recent development aimed at improving pupils' speaking and listening skills has been implemented, and in focused sessions well-chosen questions challenge pupils to extend their vocabulary and understanding. However, there is insufficient use made of opportunities in other lessons to develop language through better use of small group and paired work, and through expectations that pupils will report to the whole class in plenary sessions. Opportunities for pupils to develop their reading skills in other lessons are good. In numeracy teachers use probing questions to ascertain pupils' understanding and develop their mathematical vocabulary. They use a good range of stimulating activities that motivate pupils to develop their skills, and their expectations of what pupils will achieve are suitably high.
18. Throughout the school, teaching is good in music, because the specialist teacher has good subject knowledge and plans interesting lessons that develop pupils' skills in the subject. Teaching is good in religious education because of the strong emphasis that teachers place on relating the lessons to pupils' own knowledge and experiences. In science and physical education teaching is good in Key Stage 1 and satisfactory in Key Stage 2. In Key Stage 1 pupils make good progress in these subjects because teachers give clear instructions and explanations, skills are systematically developed and tasks build well on prior learning. In both key stages teachers and assistants give pupils good support, but in Key Stage 2 there is sometimes an over-reliance on work sheets. Teaching in design and technology, geography, history and art and design is satisfactory throughout the school. However, too little time is devoted to teaching in art and design and this limits the progress that pupils make. In information and communication technology teaching is unsatisfactory. There is insufficient focus on the development of skills, so pupils do not make steady progress in their learning.
19. Pupils who are at an early stage of learning English are taught very well. Every class has access to bilingual support and pupils are very willing to help each other often switching from their home language to English efficiently. Teachers supporting pupils new to English have regular support from the specialist Ethnic Minority Support Grant (EMAG) service to help monitor and review the progress of individual pupils and provide them with work that matches their needs. Very good attention is paid to developing phonic skills, especially in Key Stage 1 and hence standards in reading are improving well. Additional literacy support and further literacy support targets support for pupils in Key Stage 2 to continue to work at specific language structures. All teachers are

sensitive to the individual needs of pupils, especially those new to English, and involve them in all parts of the lesson. Occasionally insufficient use is made of assessment information to ensure work, especially that found in worksheets, appropriately matches pupils' abilities in literacy. This hampers progress and sometimes results in pupils losing interest and concentration and disrupting or slowing down progress. Opportunities for speaking are good in Key Stage 1 and pupils enjoy talking and are confident to take part in discussions. Older pupils in Key Stage 2 are being encouraged to take part in well planned talk sessions but because of their prior lack of practice in this activity, a significant minority show reluctance to volunteer unless continually encouraged through good modelling by the adults around them. There are missed opportunities to develop speaking skills and also independent thinking and reasoning skills across the curriculum.

20. The teaching of pupils with special educational needs is good and often very good. Those with behavioural problems are managed well. Teachers plan the work carefully to match the targets on the Individual Educational Plans. The special educational needs and classroom assistants are fully conversant with the pupils' needs and targets and support them very well, enabling each pupil to progress in accordance with their abilities.
21. One of the best features of the teaching is the very good use that is made of classroom assistants. They are very effectively deployed to give additional help and guidance to individuals and groups of pupils. In a Year 5 and 6 science lesson, for example, both the teacher and classroom assistant circulated around the groups, who were finding out which sweetener dissolves the fastest, ensuring that all pupils were on task, maintaining a brisk pace and ensuring that all health and safety precautions were being observed. Teachers give very clear instructions and explanations. This was seen in a very good dance lesson in Year 2 where an outline of how the lesson would progress was given at the outset, so that pupils knew that they were aiming to create a dance by the end of the lesson. In most lessons relationships are good, and teachers make good use of praise to encourage pupils to try hard and do their best. Good use is made of the school's positive behaviour management strategies. For example, in a Year 1 science lesson clear ground rules were set and pupils were quietly reminded about the expectation of good behaviour throughout the lesson.
22. In some lessons, there is sometimes insufficient challenge for the higher attaining pupils in the class. Sometimes teachers accept one-word answers too readily from pupils, and do not always make good use of opportunities to extend and develop their thinking and language. However, in most lesson teachers do seek opportunities to develop and consolidate language and vocabulary. In most lessons and subjects there are good reminders of previous learning and teachers use this well to plan suitable activities that support the progressive development of knowledge, skills and understanding.

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

23. The school provides a very good curriculum in the foundation stage, which is effectively based on the six areas of learning for children of this age. The curriculum for pupils in Key Stage 1 and Key Stage 2 is satisfactory overall and meets statutory requirements for the core subjects, most foundation subjects and religious education. The provision for pupils with special educational needs is good throughout the school.
24. The school devotes over forty per cent of the time available to the teaching of English. This priority is understandable, given the fact that English is an additional language for most pupils in the school. However, the heavy focus on English means that the curriculum lacks balance and there are gaps in pupils' knowledge, skills and understanding in some foundation subjects, in Key Stage 2 in particular. A number of these limitations in pupils' knowledge are due to the fact that many pupils are new to the school or have experienced gaps in their education.
25. Specific lessons in speaking and listening are delivered in Key Stage 1 and Key Stage 2 and are beginning to improve standards of oracy. However, there are many missed opportunities to develop pupils' speaking and listening skills in other subjects of the curriculum. Similarly, although the school's strategies for teaching literacy and numeracy skills are good, not enough is done to promote the application of literacy and numeracy skills and the use of information and communication technology across all subjects of the National Curriculum.
26. Most groups of pupils who receive extra help with literacy do so during English lessons. However, complex timetabling arrangements mean that some groups of pupils sometimes miss science, history or religious education lessons in order to attend group sessions for extra literacy support, and this has a negative impact on progress in these subjects.
27. The school's provision for pupils' spiritual, moral, social and cultural development is good overall.
28. The good provision for pupils' spiritual development gives them the opportunity to understand human feelings and emotions and the way they impact on people. For example, in a Key Stage 2 assembly pupils' empathy with others was developed when they reflected on ways in which they could make someone feel happy and valued. Religious education makes a very good contribution to pupils' spiritual development. They develop a good awareness of faiths other than their own and learn to respect and value them. Younger pupils, in particular, also show an appreciation of some of the beauties and mysteries of life. For example, reception children broke into spontaneous applause during the performance of a song about the life cycle of a butterfly and experienced a real sense of awe and wonder when they found a 'butterfly' during a butterfly hunt.
29. There are many well-planned opportunities for pupils' moral development through assemblies and the Personal, Social, Health and Citizenship Education (PSHCE) programme. Pupils develop a strong sense of right and wrong and teachers consistently reinforce the 'Golden Rules', which are prominently displayed in classrooms. Teachers make clear what constitutes good and bad behaviour and stories are often used effectively to provide models of moral virtue. Breaches of moral codes, which appear in the media from time to time, also provide opportunities for incidental discussions about right and wrong. Pupils also develop a respect for their

environment; pupils in Year 5/6 wrote some forceful letters of complaint about the amount of litter in the immediate area around the school. They help others by raising funds for a variety of causes, including Comic Relief, the Afghanistan appeal and Barnardo's, and parcels of food are given to elderly people at harvest time.

30. Pupils enjoy positive social experiences in assemblies, which contribute to their sense of the school as a community. Teachers encourage pupils to work co-operatively in lessons. For example, in an art and design lesson in Year 1, the teacher stressed the need for pupils to share strips of fabric and not take all those of one colour. The pupils spontaneously remarked that it would be selfish to do so and responded by taking just one or two strips at a time. Examples of good co-operation by pupils working in small groups were observed in a number of lessons, including English, music and dance. This effective collaboration was often the result of clear expectations and explanations from the teacher. Although there was some evidence of boisterous play by some of the boys in the playground, most pupils play harmoniously together and sometimes take the initiative in organising their own games such as 'What's the time Mr Wolf?'
31. The school's provision enables pupils to develop a good appreciation of cultural diversity. A particular strength is their awareness and appreciation of the languages spoken by different people. In music lessons and in assemblies they develop an awareness of a variety of musical traditions. The school's cultural values are reinforced through displays of pictures of celebrations and festivals from many different religious and cultural backgrounds. Pupils become familiar with a wide range of stories from around the world; from Africa and Ancient Greece, as well as fairy stories and folk tales from Britain and other European countries. However, more could be done to extend pupils' cultural development in history, art and design and geography, particularly through a planned programme of educational visits related to their work in those subjects.
32. Provision for pupils with special educational needs is good. These pupils are especially well supported in English, mathematics and science. The Individual Educational Plans are drawn up following each review by the coordinator, the class-teacher, and special educational needs support assistant with extra advice from outside agencies if appropriate. The plans are carefully targeted and pupils' progress towards the targets is monitored. The Educational Psychologist and the Learning Support Service make regular visits to the school. The specifications and recommendations for the pupils with statements are being fully met. The special educational needs assistant organises a weekly lunch time club for pupils with special educational needs, which is well attended and helps develop their social skills.
33. The school provides a good range of activities outside lessons. Each lunchtime, pupils of all ages are able to attend activity clubs. These clubs offer pupils opportunities to develop their skills in graphic design, puppet-making, drama and computing. On Wednesday evenings, pupils can take part in the environmental sculpture club. Older pupils may attend the literacy booster club, and 'Buddies' meet to discuss their experiences and to develop new strategies such as managing pupils through traditional game playing. Younger children are able to listen to stories told in their mother tongue which, for those pupils with only a little English, enables them to share learning experiences.
34. The school's provision for pupils' personal, social, health and citizenship education is good. A co-ordinator has been appointed for the subject and she has received training and is in regular contact with the link adviser. Staff meetings provide opportunities for the dissemination of the subject-related information. The subject is taught to each class

at least once each week. The programme of study is based upon the curriculum of the local authority and includes citizenship. Formal lessons are supported by the work carried out by the Learning Mentor, and the incidental opportunities identified by teachers.

35. The school's drugs education policy is a very useful working document which meets requirements and references the delivery of the topic, for all ages, through the PSHCE curriculum. The teaching and learning strategies suggested include circle time, role-play and the use of outside agencies and visitors. The sex education policy outlines the purpose, nature and management of sex education taught and learned in school. No specific sex education is given to pupils other than that which occurs naturally in the course of pupils' studies and their own experience.
36. The community and partner institutions make a good contribution to pupils' learning. Pupils have visited local mosques and churches as part of their religious studies, and have visited 'Tropical World' to study flora and fauna. A small group of pupils from Years 5 and 6 stayed at 'Kingswood' for three days, where activities have an information and communication technology (ICT) theme. The Children's Initiative Worker arranged for a significant number of staff, parents, and pupils of all ages to visit the seaside. This is a new experience for many pupils and their parents, and provides an opportunity for parents, staff and pupils to get to know one another better. Visitors to the school have enriched the curriculum and pupils' experiences. These have included puppetry, Science Hotel, a falconer, and a representative from the hedgehog sanctuary.
37. The school is developing links with a local school to enable pupils and parents, from two diverse communities, to share and celebrate cultural differences. There are good links with other primary schools in the area, allowing staff to share expertise and pupils to integrate the sports activities. As there are only a few pupils currently transferring to several secondary schools, transfer arrangements are not formalised. However, the school provides good quality information for parents and pupils to help them to make informed choices. Teachers in training, from local colleges, are welcomed in the school to undertake classroom observations and teaching practice. Students of childcare are also welcome and to undertake their work experience placements.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. There are good procedures in place for ensuring pupils' health, safety and welfare. The headteacher has been named to deal with any issues of child protection that may arise and has received recent training. The school administrator and the learning mentor, both of whom have also received recent training, effectively support her in this role. Each teacher maintains records of pupils' personal development so that they may provide support for personal crises, and make referrals to the school nurse or headteacher.
39. Risk assessments of the premises are conducted regularly and the site manager's work schedule includes checking the risk assessment document against established requirements. This document includes a section for signing of completed work. Safety equipment is checked regularly and evacuation procedures are carried out each term. Subsequent to the fire, the site has been secured for the continuing protection of pupils and adults. A high level of pupil supervision at all times ensures their health and safety. Four members of the non-teaching staff have received training in first-aid, and deal with pupils in a caring manner. Pupils with specific medical needs are very well cared for:

photographs and detailed instructions are available in the office should they need to be consulted.

40. The Learning Mentor provides very good support for pupils who lack confidence in class or would benefit from her friendship and support. She often discusses issues relating to personal development, such as what constitutes good and naughty behaviour. She manages the Buddy system through which older pupils help to monitor behaviour in the playground and provide support for new pupils. She organises many of the lunchtime clubs which are open to all, but because of lack of space are organised on rotation basis. Her ready support and availability ensure that all pupils have a listening friend in school. Teaching assistants, in all classes, provide effective academic and language support for pupils during lessons, and often carry out pupil assessment during plenary sessions.
41. Procedures for assessing pupils' attainment and progress across the curriculum are satisfactory overall. There are good records of pupils' attainment in reading, writing and mathematics, which give detailed guidance about how well individual pupils are doing. Teachers use this information to set relevant targets and plan suitable work matched to individual needs. Careful analysis of the pupils' answers in mathematics national tests has led to appropriate changes and improvements to the curriculum in this subject in particular. This and the introduction of targets are leading to improving standards.
42. Teachers use the information from assessments carefully to track the progress of groups and individual pupils in reading, writing and mathematics. This means that teachers have a clear understanding of whether pupils are making, or have made, enough progress. The senior management team looks at this information regularly to identify any pupils who have not made their targeted progress and provision is put into place for these pupils quickly.
43. Procedures in science and speaking are unsatisfactory and do not identify precisely what pupils have learned and the skills they need to develop. Therefore there is too little guidance for teachers about the precise learning needs of individuals or information to make any necessary changes to the curriculum. Procedures in other subjects, except in art and design and design and technology, are satisfactory and make sure that pupils are learning what they are supposed to over the year. The information is used effectively to report progress to parents at the end of the year. However, it does not always contain precise enough information to identify the skills pupils are learning or the gaps in any knowledge they may have. Consequently, sometimes lessons are planned for coverage of subject content rather than developing pupils' skills.
44. Apart from reading, writing and mathematics, the information gained from assessment is not yet analysed closely enough to identify any weaknesses in the curriculum. This is because the procedures are new and there is not enough information yet to evaluate how well pupils are doing in all subjects. This means that some weaker areas have not been picked up, such as geography skills and evaluation of work in design and technology. Plans are identified to create examples of pupils' work and these aim to help teachers assess all subjects precisely and use the information to adapt and improve curriculum provision.
45. Baseline assessments are made in the foundation stage and the children's progress towards the Early Learning Goals is carefully monitored and recorded in both attainment and personal development so that those who need extra help can be given support. Targets are set for attainment on entry to Key Stage 1. The Nursery teacher

maintains a record of achievement for each child, which will be sent home at the end of the year.

46. The assessment and monitoring of pupils' progress for those pupils new to English is very good. The visiting EMAG teacher and class teachers use this information to set targets for individual pupils and assistants are involved in this rigorous process. Pupils' acquisition of English is monitored well throughout the school and where necessary additional support is provided to ensure pupils achieve the targets set.
47. Assessment systems for placing pupils on the special educational needs register are good. The class-teacher monitors early concerns before consulting the co-ordinator. An action plan is drawn up, which is reviewed after a few weeks and an assessment of needs is made. Particular care is taken to distinguish between a pupil's difficulties with speaking English and any special educational needs. Teachers and support assistants maintain a progress diary for each pupil assessed as school action plus as a means of informing the next review.
48. The school has very good procedures for monitoring and improving attendance. The Home School Liaison Officer pursues first-day absences by telephoning home, and has the advantage of being able to speak a number of relevant languages. This strategy has proved effective in that parents now telephone the school to notify absences. The Home School Liaison Officer monitors lateness and records show that punctuality has improved with this initiative. Recent improvements in attendance have been accompanied by a reduction in unauthorised absence and an improvement in punctuality. The school works closely with the Education Welfare Officer and almost all pupils have attendance rates in excess of 90 percent. The school takes great care to explain to parents the ramifications of extended visits abroad. Parents have responded well and now minimise the length of visits. Pupils who go abroad are given work to do and are encouraged to make scrapbooks for discussion with their classmates upon return.
49. The school has satisfactory routines for promoting good behaviour but has not fully eliminated minor acts of oppression. In most classes, very good use is made of positive behaviour management strategies. However, in some classes these are not always fully enforced and pupils take advantage of the fact.
50. The good procedures for monitoring and supporting pupils' personal development have resulted in positive attitudes, enthusiasm and good relationships in school. Recording systems, such as teacher and classroom assistant notebooks, personal records and Individual Education Plans, provide daily references for pupils' support and impact positively on their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Overall, parents have positive views of the school. The vast majority of parents responding to the inspection survey believe that the school is well led and managed, and that the teaching is good. They also think that their children are making good progress, and that the school expects their children to work hard and achieve their best. Parents feel comfortable about approaching the school with questions or a problem, although a small number of them would like to see the school working more closely with them and providing more information about how their children are getting on. Overall, the school has effective links with parents.
52. The school provides good quality information for parents, particularly about pupils' progress. Many of the adults in school are multilingual and so parents can receive information about their children in their own tongue. Progress reports are of good quality, providing information about what pupils can do in each subject. Attendance and lateness figures are included. Parents receive good quality information about the day-to-day life of the school. They are kept informed about homework requirements in each class and are aware of the expectations of the school. The three consultation evenings, which are held each year, are very well attended.
53. The school makes significant efforts to include parents in the education of their children. A small number of parents help in reception classes. A significant number of parents and children attend the family literacy group each week to make resources with which they can support their children's learning at home. This provides good support for their children in valuing the education and enabling work to be done at home. Parents are pleased to join their children for school celebrations such as prize-giving assemblies, Christmas, and Eid. The nursery teacher and nursery nurse visit homes prior to the start of the year to discuss induction with parents. The Home School Liaison Officer is also involved in induction routines so that attendance expectations can be made clear and language barriers overcome. Parents of children in the nursery classes enjoy attending coffee mornings. The involvement of parents has a positive impact on pupils' learning.
54. Several parents constitute the parents' support group which meets monthly and is a focus group for concerns and communications with the school. They have also helped to raise funds for the school and helped to provide additional resources such as support for school trips. Parents support homework activities and have responded well to the school's request for improved attendance rates.
55. Parents are kept fully informed of their child's progress and are encouraged to take an active part in supporting learning at home. If the school has any concerns regarding progress parents are consulted and if necessary home visits are arranged.
56. Links with parents in the foundation stage are good. Parents are welcome to visit informally and discuss their concerns with the teachers and have expressed their appreciation of the information they are provided with prior to their child's entry. The nursery teacher provides examples of the children's work for parents to take home and discuss with their child.
57. Effective links are maintained with parents of pupils with special educational needs. Individual Education Plans are shared and reviewed each term and private interviews can always be arranged.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management of the headteacher are very good. The headteacher is strong and determined and has ensured that major developments have been successfully pursued since the school's establishment in 2000. She has a very clear educational priority in directing the school towards higher standards, and has worked hard within the school community to attract pupils into the foundation stage and Key Stage 1 classes, resulting in the school's rapid growth. The introduction of part-time nursery provision in September 2002 has been a particularly prized boost to ensure children in the locality have the opportunity to benefit from a very good start to their education. The school ensures a caring and secure learning environment where all children are encouraged to achieve well. The overall management of the school is good.
59. In the absence of a deputy, the headteacher has delegated some areas of responsibility to subject and phase co-ordinators but continues to lead much of the work herself. She is a very good role model for the staff with regard to her very strong management skills, insight and dedication to the school. The senior management team and governors are committed to building a school where every child has the opportunity to succeed. However, the situation requires greater levels of support from the subject and phase co-ordinators in order to bring about a rise in standards. The procedures and practices that have been designed are not fully or consistently implemented at present. The co-ordinators have not had sufficient time to undertake their roles effectively and their overall management skills are currently under-developed. Following the devastating blow of the fire on staff morale, teamwork is beginning to emerge, but the school's poor accommodation situation and disruptions in staffing continue to hamper progress.
60. On the initial creation of the school, with good support from a very dedicated governing body, the headteacher set priorities for systematic development. The fire in 2001 was a major set back destroying much of the valuable work of the previous year, but this has not deterred her aspirations to create a good school. School development planning is clearly laid out, and the priorities are appropriately organised to lead improvements methodically. The re-building programme is a major hindrance and some aspects of improvement, for example, the provision for information and communication technology, appear to be operating on a temporary basis. The headteacher's own monitoring of teaching is helpful in identifying areas for improvement. Some teachers with management responsibilities, mainly in the core subjects, monitor planning and sometimes monitor teaching and assess samples of pupils' work. Evaluation of the effectiveness of teaching on learning and standards is still developing, as, for example, in teachers' efforts to use assessment information to identify accurately pupils' progress throughout their time in the school. Where this information is used well, teachers prepare lessons that match pupils' needs effectively, resulting in pupils making good progress. However, this level of good practice is not yet consistent throughout the school. There is some inconsistency in the opportunities for co-ordinators, particularly in the non-core subjects, to lead curriculum development and raise pupils' performance where there may be concerns. Most co-ordinators have action plans that identify appropriate strategies to manage their subjects effectively, but, because of the emphasis that has been given to raising standards in mathematics and English, other areas of the curriculum have not featured highly to date.
61. The co-ordinator for special educational needs is knowledgeable and manages the area well. The support provided by the special educational needs and classroom assistants is very good and has a very positive impact on the progress the pupils make. The school complies fully with the Code of Practice.

62. The leadership and management of the provision for pupils who are new to English are very good. The specialist teacher works in close partnership with pupils, parents and school staff to ensure pupils are helped to achieve well. Monitoring of pupils' progress is reviewed and appropriate action taken to ensure the support is matched well to pupils' needs.
63. The co-ordination and management within the foundation stage are very good. The teachers and support assistants work excellently as a team. The quality of Support Assistants is very high and the teachers ensure that they are all aware of the objectives and planning of each activity so that maximum support is provided for the children. The Action Plan is well focused and realistic. There are shortages in resources in all the learning areas and in the storage facilities, which are affecting the quality of provision. The efforts of the staff do much to overcome the restrictions brought about by the inadequacies of the accommodation by sharing space and resources.
64. The governing body, led by a very dedicated chairperson, plays an effective role in shaping the direction of the school through its involvement in policy development and in identifying priorities for improvement in the school development plan. Governors understand well the school's strengths and areas that still need to be improved. Individual governors ask astute questions and this helps the governing body to look closely at its work and make sure that statutory requirements are met fully. Governors are very supportive of the school and make sure that the agreed policies are in place. They have a well organised structure for looking at all aspects of the school's work, although the difficulties resulting from the main school building being destroyed by the fire eighteen months ago has been a major set back in achieving all that the governors set out to do. They have every confidence that the school provides pupils with good quality learning experiences. Governors are proud of the school and its favourable standing within the community.
65. The school improvement plan is generated by the headteacher and the senior management team. The needs identified are conveyed to parents, the governing body, teaching and support staff for consultation. Pupils are asked informally what they would like to see improved. From these consultations the headteacher and staff identify priorities. Annual targets are set, and the school also has a longer two to four year plan. The budget is allocated to best match the educational priorities identified which assists in producing a costed plan with timescales. The governing body monitors the plan annually, and the finance and personnel committees monitor and approve expenditure.
66. Specific grants are used very effectively for their designated purposes. Using guidelines received from the local education authority, and with the monitoring of the governing body, the national literacy strategy, performance management, infant class size, national numeracy strategy, excellence in cities, ethnic minority, and study support grants each have a priority set against them of how the grant will be spent to best address educational needs.
67. The school has very effective procedures for the induction of staff new to the school and makes effective provision for the training of new teachers. The headteacher is the mentor for new teachers, providing them with induction in all significant policies and outlining the expectations of the school. New teachers are given additional training for one full day each fortnight which provides good quality enhancement to the training. Non-teaching staff receive induction in appropriate school procedures and have ready access to the headteacher should they require further guidance. The headteacher and the governing body recognise the value of their staff and appreciate the benefits that further investment in them will bring.

68. The school's use of new technology is satisfactory. As a result of the recent fire, there are not enough computers. The computer suite is limited to six machines in one of the classrooms. Pupils do not have access to e-mail. Administration software is in use for the financial controller budgets and for maintaining the attendance registers.
69. The school has a good understanding of the principles of best value and applies them appropriately in respect of costs and outcomes. Although it is difficult to make comparisons with similar schools, cluster comparisons of pupils' performance, use of staff, and priorities such as extended holidays and lateness enable a favourable qualitative assessment to be made. The school welcomes the contributions of the parent governor and consults with parents on the details of the school improvement plan.
70. Financial and other administration areas are very well managed. A bursar is bought in from the local education authority to generate financial reports for monitoring by the financial administrator. Staff make applications to the governing body for budget allocations. When confirmed, budget files are set up that are accessible to everyone. The finance committee of the governing body receives two or three reports each term and for major expenditure decisions it requests three quotations. The most recent financial audit made recommendations of a secretarial nature only.
71. The accommodation is poor. The school has put up with considerable difficulties caused by the fire and this is affecting many areas of the school's provision. The outlook onto the burnt out shell of their previous school is distressing to staff and pupils, and acts as a constant reminder of the disastrous event. To this end, staff have worked extremely hard to make sure that the inside of the buildings is welcoming and reflects how much the school values the pupils' work. Pupils are taught in three separate buildings and while this is satisfactory for those in the nursery, reception and Year 1 classes, it is not for pupils in Years 2 – 6. The building is some way down the road, and this necessitates teachers and assistants escorting pupils from one building to another for assemblies, playtimes and lunch, and for physical education and ICT lessons. The school does its best to make sure that pupils' safety is secure, but it takes up valuable lesson time continually moving from one place to another throughout the day. Team building is made more difficult as teachers and support staff rarely get together during the day to discuss day-to-day procedures. Monitoring of provision is difficult for the headteacher and co-ordinators and they rely on the positive commitment of staff to ensure that agreed procedures and practices take place.
72. There is no library and therefore older pupils do not have anywhere to browse through a wide range of books for themselves, or sufficient opportunity to take responsibility for their own research. The mobile classroom provides a useful space for parents to meet for their family literacy and numeracy groups. However, because this has to be worked around the school's use of this limited extra space, opportunities to extend the partnership with parents are severely hampered. This means that the school has great difficulty to meet its aim to be a school for the community. There is limited safe space for pupils to play together and therefore only a limited range of playground equipment is available. Pupils are extremely creative with the amount of space they have to play football and other such games and manage very well under the circumstances to have a safe and friendly playtime experience. Physical education takes place in a nearby sports hall and whilst this space supports the subject well, often its use by members of the public makes excessive noise, which pupils do extremely well to ignore.

73. There is no Internet access in the temporary building and therefore, although they have weekly ICT lessons in the main building, pupils do not have regular access to the Internet. Consequently, although many pupils are able to identify for themselves when the Internet can be useful to their studies, they do not have the opportunity to use it immediately or without considerable re-organisation to escort them to the other building. The school's ICT suite was destroyed in the fire and this has not been replaced to the same standard. Therefore provision for ICT is poorer than the facilities pupils had before. This decline in provision is beginning to affect standards in the subject because pupils do not have regular enough opportunities to practise their skills or to use computers independently to support their work in other subjects. The school has been hesitant to implement even temporary provision, not wanting to spend money unnecessarily. Despite the best efforts of the headteacher and governors, plans to make improvements are unnecessarily compounded by regular promises to start the rebuilding only to find further considerable delays.
74. Resources are unsatisfactory in a number of subjects. Many were destroyed in the fire and they are still being replaced. There are not enough books to provide pupils with regular opportunities to research projects for themselves. Although recent purchases of books and resources to support work about Barnaby Bear's travels in geography have helped considerably in Years 1 and 2, resources for older pupils are limited. Artefacts collected to support work in history have not yet been replaced and there is currently an unsatisfactory range and number to support the curriculum. Physical education resources are unsatisfactory for games and gymnastics. There are sufficient resources for music, but the shortage of storage space in the temporary building means that these have to be transported from one building to the other for weekly music lessons. There is a shortage of resources for the nursery and reception classes. Resources for mathematics are good and this enables practical lessons to take place, which help pupils learn well.
75. There is a good number of teachers to teach the curriculum. Teachers and pupils are well supported by a good number of teaching assistants and other support staff who play an important role in developing the strong relationships and positive atmosphere found throughout the school. The learning mentor gives very good support to individual pupils and to groups when supporting learning in lessons. As a result of the well-focused support she gives to individuals, pupils learn how to get along with each other at playtimes and know what to do and how to deal with minor upsets themselves.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to secure further improvement the headteacher, staff and Governors should work together to:

1) raise standards achieved in English and mathematics at the end of Key Stage 2 by:

- providing opportunities for pupils to practise and develop their literacy and numeracy skills in other areas of the curriculum;
- ensuring that higher attaining pupils are challenged in English;
- addressing the resource issues, particularly relating to the library, that are identified in the report.

(paragraphs 5, 17, 22, 25, 72, 105, 111, 114, 118, 144, 175, 177)

2) raise standards achieved in science by the end of Key Stage 2, and in information and communication technology, art and design and geography throughout the school by:

- planning opportunities for pupils to develop their information and communication technology skills in other subjects of the curriculum;
- ensuring that the new assessment procedures are used more rigorously to identify gaps in pupils' knowledge, skills and understanding and to plan work that is matched to their needs;
- ensuring that the skills in these subjects are taught progressively and that sufficient time is devoted to the teaching of art and design;
- addressing the resource issues in the report, particularly relating to information and communication technology.

(paragraphs 4, 5, 18, 44, 74, 93, 134 – 140, 143, 146 – 150, 154, 156 – 159)

3) continue to work with the appropriate authorities to ensure that the vital building work is carried out as soon as possible so that the extensive difficulties caused by the accommodation are resolved.

(paragraphs 60, 64, 71, 73)

4) building on the good practice that exists in English and mathematics, develop the role of the co-ordinator in monitoring and evaluating their subjects and planning for improvement.

(paragraphs 60, 133, 140, 145, 150, 155, 159, 169)

As well as these issues the Governors may wish to consider including the following minor issue in their action plan

- continue to improve pupils' behaviour by ensuring that the behaviour management systems in place are implemented consistently at all times.

(paragraph 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	51

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	23	12	2		
Percentage	2	27	44	23	4		

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 almost two percentage points.

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)	13	198
Number of full-time pupils known to be eligible for free school meals		92

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	196

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	16	17
Percentage of pupils at NC level 2 or above	School	67(33)	89 (67)	94 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	17	16
Percentage of pupils at NC level 2 or above	School	72 (33)	94 (33)	89 (33)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Figures given are school totals only where the number of boys or girls in the cohort is fewer than 10.

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

This table has been omitted as there were 10 or fewer pupils in the cohort.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	1		
White – Irish	0		
White – any other White background	0		
Mixed – White and Black Caribbean	0		
Mixed – White and Black African	0		
Mixed – White and Asian	8		
Mixed – any other mixed background	0		
Asian or Asian British - Indian	0		
Asian or Asian British - Pakistani	172		
Asian or Asian British – Bangladeshi	10		
Asian or Asian British – any other Asian background	0		
Black or Black British – Caribbean	0		
Black or Black British – African	4		
Black or Black British – any other Black background	0		
Chinese	0		
Any other ethnic group	3		
No ethnic group recorded	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)	10
Number of pupils per qualified teacher	21.3
Average class size	30

Education support staff: YR –Y6

Total number of education support staff	10
Total aggregate hours worked per week	280

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13
Total number of education support staff	2
Total aggregate hours worked per week	56
Number of pupils per FTE adult	4.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.8
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	620790
Total expenditure	562071
Expenditure per pupil	2663
Balance brought forward from previous year	147840
Balance carried forward to next year	206559

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	118

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	18	3	0	0
My child is making good progress in school.	62	33	2	1	2
Behaviour in the school is good.	60	32	3	2	3
My child gets the right amount of work to do at home.	60	27	6	1	6
The teaching is good.	71	24	1	1	3
I am kept well informed about how my child is getting on.	60	30	7	3	0
I would feel comfortable about approaching the school with questions or a problem.	70	27	2	0	1
The school expects my child to work hard and achieve his or her best.	77	20	0	0	3
The school works closely with parents.	62	30	6	1	1
The school is well led and managed.	63	32	1	1	3
The school is helping my child become mature and responsible.	63	32	0	2	3
The school provides an interesting range of activities outside lessons.	49	29	4	6	12

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

77. The quality of education provided for children in the foundation stage is very good and is a strength of the school. The part-time nursery class, which opened in September 2002, is already firmly established and working in close partnership with the two reception classes. The quality of teaching and learning, in all classes, is very good. On entry to the nursery, the attainment of most children is well below that expected for their age, especially in mathematics and knowledge and understanding of the world. The children, including those with special educational needs and those with English as an additional language, make very good progress throughout the foundation stage. Although many reception children are in line to reach the Early Learning Goals, by the time they enter Year 1, overall the children's attainment in all areas is below expectation, except in personal and social development where they do achieve the expected levels. Standards, however, are set to rise next year when the Reception children will have benefited from their experiences in the nursery.
78. The very good progress the children make, particularly in their personal, social, and emotional development and communication and language skills is enhanced by the very good relationship that all adults establish with the children. This gives them the security and confidence to communicate with the staff, who consistently place a high priority on encouraging the children to work and play harmoniously with others and to develop independence. The atmosphere in all classes is warm, secure and happy, and children are enthusiastic and keen to participate and learn. These very good attitudes enable children to benefit and learn from the interesting and stimulating experiences the teachers are providing.
79. The quantity of resources, particularly in the nursery, is unsatisfactory. Although there is basic equipment for all the learning areas the range within each area is limited. The nursery is situated in a separate building from the reception classes but the good leadership and the strong team spirit does much to overcome the disadvantages of this unavoidable arrangement. The nursery children have direct access to a spacious outside hard play area, which is partially covered, but the reception children have to cross the road to the Sports Centre for their physical education lessons. In spite of the restrictions created by the poor accommodation and shortages in resources, the range and quality of learning opportunities provided are very good. The programme of work is well balanced and carefully planned so that progressive steps can be taken towards the achievement of the Early Learning Goals. The areas of learning are clearly delineated in all the classrooms, with the objectives for each area displayed. Children's work and teacher's displays brighten and enhance the whole of the foundation stage.
80. Very good provision is made for pupils who have special educational needs and English as an additional language. There is early identification of specific individual needs, and teachers and classroom assistants provide very good support.

Personal, social and emotional development.

81. The teaching and learning in this area are very good and the children make very good progress, so that a large majority will achieve the Early Learning Goals by the time they reach Year 1.
82. All the teaching staff have a good understanding of the needs of young children and are caring and supportive. They set a good example so that children are developing good

manners and respect for others. Their interest and encouragement promotes confidence in the children and raises their self-esteem. Children develop good attitudes towards school and become eager to learn and participate fully in the experiences offered. Behaviour is very good because of the sympathetic management and high expectations of the teachers. Children are encouraged to become independent. In reception, for example, they are expected to undress and dress themselves for physical education lessons. They are allowed plenty of time to do this and respond very positively to the challenge of dealing with buttons and zips. Children in the nursery class manage their own hygiene needs and will collect and clear away plates, cartons and waste after their snacks. All children accept the responsibilities of self-registering on arrival at school, and of tidying the classroom, including washing paint pots and brushes at the end of lessons.

83. The children learn to live and play together. Nursery children willingly take turns on the tricycles, give each other rides in the pushchairs and share equipment in class. Reception children co-operate well in small groups, for example, when practising ball skills. They thoroughly enjoy playing circle games with the whole class. At these times they sing together and learn to take turns, obey rules and consider others.

Communication, language and literacy

84. The children's speaking skills are well below average on entry to the nursery class but because of the very good teaching and the focus placed on this aspect of the curriculum they make very good progress throughout the foundation stage. They listen well and most make good progress in learning to read and write, so that by the time they enter Year 1 about half are expected to meet the Early Learning Goals in this area.
85. Some children, especially in the nursery, tend to play side by side without much conversation. The teaching, however, is based on an interesting range of activities, which stimulate and motivate the children to talk and listen so they soon begin to make good progress. All the adults very skilfully take full advantage of the opportunities provided to extend the children's vocabulary and encourage them to express themselves. Speaking and listening skills are systematically developed in especially structured sessions with the children working in small groups, which are proving very beneficial. The children thoroughly enjoy action rhymes and stories, joining in with the teacher enthusiastically. Story times are often well planned as guided talk periods, with the teacher modelling the telling of a story and the children taking turns in the retelling. Useful activities, which promote speech and extend vocabulary, such as group painting and collage work or sand and water play, are often linked to specified tasks, for example, looking for and naming cold water animals, or hunting for insects in a 'garden' of soil. Children also practise their communication skills during role-play, when, for example, they take their animals to the Veterinary Surgeon, or when they consult catalogues as they discuss and draw plans of how they wish to decorate and arrange their home corner.
86. Nursery children are introduced to the skills of reading and writing. They make marks on paper in the 'surgery' and often attempt to copy or write over the teacher's sentences on their paintings and drawings. The higher attainers are beginning to write their names and some basic words independently. Good use is made of a Punjabi speaker who, by telling stories in their mother tongue increases the children's understanding and stimulates their interest in books and reading. Elements of the National Literacy Strategy are being usefully adopted in reception. Children are given regular practice in learning phonic sounds and are making good progress. They are introduced to the words on the key list and their acquisition of these is carefully

recorded and monitored. They are all given a reading book from the graded scheme, which they read in groups with an adult. They also take books home to share with their parents, which is beneficial to their progress and adds to their enthusiasm. Children are encouraged to write about their experiences. They make their own books following a visit to 'Tropical World'. Most hold their pencils correctly and many write their names unaided. The higher attainers are beginning to apply their knowledge of letter sounds to spell simple words unaided when they write short sentences and phrases to describe their pictures, or write instructions, for example, how to make a sandwich.

Mathematical development.

87. Standards in this area are well below average on entry to the nursery. The teaching is very good, and all groups of children make good progress, but by the end of reception year about half the children are operating below the expected level and the rest are on target to achieve the Early Learning Goals. The progress that children make is sometimes hampered by the poor language skills that many have on entry to the nursery.
88. Children in the nursery are given a range of experiences which help them to recognise numbers and to count to ten. These include wall displays and a range of activities such as making birthday cakes with candles in the play dough, counting threaded buttons and number of jumps over a rope, and a variety of number rhymes requiring adding and subtracting on fingers. They make peg patterns and sort colours and shapes into sets but many are unsure of the names of colours and shapes.
89. Teachers imaginatively devise activities which develop the children's mathematical skills. A good, lively lesson in reception demonstrated how the good teaching affects the progress made by the children. The class, having thoroughly enjoyed singing, 'Five Little Speckled Frogs', to accompany the antics of a glove puppet, counted to a hundred using different hand gestures for each set of ten. The higher attaining children confidently identified the tens. Very good use was made of the number line, and the children learned to order numbers to 20, and match the ladybirds' spots to the numerals correctly. The teacher introduced the concept of 'counting on' in several different and interesting ways, before reinforcing the knowledge and understanding by playing games, using dice and pennies with small groups of children. Most children recognised 'one more than' and a minority up to 'three more than' by the end of the lesson.
90. All the teachers and assistants in the foundation stage utilise the opportunities that arise throughout the day to encourage the children to apply their mathematical knowledge and to use the correct mathematical terminology, thus extending the children's vocabulary and ability to express their understanding of the subject. Much of the mathematical work arises from other topics being studied in the class. In one reception class, for example, the teacher used the story and vocabulary of the 'Very Hungry Caterpillar', in a variety of ways. Children have made a display of the correct amounts of food he ate from papier-mâché and have used tissue circles and egg boxes to create a colourful wall display of caterpillars with numbered segments. Children's oral skill is better than their ability to record, but most are able to write numerals to ten, drawing the correct number of objects to match. They draw and add pennies to amounts in a purse in order to record simple addition shopping sums.

Knowledge and Understanding of the World.

91. Many children have very limited experiences outside the home, and little knowledge and understanding of the world when they start school. The good teaching and the children's enthusiasm for learning, however, means they make good progress in the foundation stage and over half are expected to meet the expected levels of the Early Learning Goals by the time they enter Year 1.
92. The children develop knowledge and understanding of the world in all the classes through participation in a wide range of interesting and exciting activities and topics, which stimulate their curiosity. They are helped to develop new skills through the use of a range of tools, materials and equipment, such as scissors, magnifiers, jigsaws, construction sets and bricks. In the nursery they gain valuable experience of different materials and textures by searching for model animals buried in a box of wood shavings, straw or cotton wool. Reception pupils observe tadpoles changing into frogs, crocuses growing from a bulb into a flower and their caterpillar, made from a stocking, growing grass, like hair. Their knowledge is further extended, outside the classroom, through visits to such places as the 'Alphabet Zoo' and 'Tropical World'. Nonetheless, their knowledge and understanding of people and places beyond the immediate environment is still limited.
93. The children are developing a keen interest in information and communication technology and are eager to use the computers. Most have good control of the cursor and are able to click on the mouse to achieve specific tasks. Computer programs are used effectively to support the learning, but there is an overall shortage of software and other information and communication technology equipment, such as cassette and compact disc players, which could be used to enhance their learning.
94. The weekly foundation stage assembly is helping the children to gain insight into right and wrong and teaching them how to live harmoniously together. They happily volunteer to participate in an enactment of a playground scene where friendship and kindness to others is the theme and understand the significance of the moral issues involved. Classroom rules are prominently displayed as a further means of increasing the children's understanding of the need to consider the rights and welfare of others. Religious festivals such as Easter and Eid and the Chinese New Year are celebrated in all classes.

Creative Development.

95. Children make very good progress in their creative development as they move through the foundation stage so that, although their attainment is well below expectation on entry, about half are in line to meet the Early Learning Goals on entry to Year 1 in this area of learning.
96. Teaching is very good and the staff ensure that the activities provided make a very good contribution to the children's speaking and communication skills, as well as extending their knowledge of the world and developing their imaginations. The children are not only taught a variety of skills but are also allowed time to experiment for themselves. They learn how to mix two colours of paint in the nursery in order to make pink when painting their pictures of pigs. Later, in reception they practise further and discover the possibilities of mixing all the primary colours using overlapping circles. Teachers try hard to use resources imaginatively. Paint is utilised in many ways, and is often combined with other materials, such as feathers, ribbons, tissue paper, sequins and wool, to create collages. In reception, for example, the children have made a jungle and a garden with butterflies, and in the nursery, a 'Five Messy Babies' display. One reception class use art straws effectively to make webs for their painted and cut out

spiders. The nursery children not only paint freely but also use different shaped sponges and rollers to create printed patterns of different textures.

97. Opportunities for role-play are somewhat restricted by the lack of space. The two reception classes share their space and resources effectively in order to overcome this difficulty. The nursery home corner is currently a Veterinary Surgery with a reception desk and plenty of sick animals. Reception children are making wallpaper to decorate their home corner and are rearranging the furniture. Most children respond enthusiastically and imaginatively to these activities, which, particularly in the reception class, generate much conversation and discussion, thus making a positive contribution to the development of the children's speaking and communication skills.
98. Children enjoy singing, especially when combined with actions, and they learn many songs by heart. These often help them in other areas, especially when linked to their knowledge and use of numbers. They experiment with musical instruments, sometimes accompanying their singing, and describe the sounds in terms of loud and soft, and high and low.

Physical Development

99. By the end of the reception year many, but not all, pupils attain the Early Learning Goals in terms of their physical development. Teaching is very good and children of all ages and abilities make very good progress.
100. There is a good outdoor play area for the nursery children with an adequate quantity of toys and equipment, but the children would benefit from a wider range and choice. There are a number of tricycles and trolleys but these are the only wheeled toys available and are in great demand. The climbing frame, slide, rocker and trampoline are popular but there is a shortage of smaller equipment such as balls, hoops and ropes. The area is half covered so it can be used most days and the ramps provide an extra dimension of interest for the children on tricycles.
101. Reception children make use of the portable equipment from the nursery in the main school-yard, but this is inadequate and does not fully meet their needs and stage of development. As a result, their main lessons are held in the sports hall, which entails a short walk across the road. The school hall is used to play simple games that extend physical development once a week. Children exhibit good body control and balance during their physical development lessons and make good use of space. They move in different directions, running, jumping, skipping and hopping, displaying high levels of coordination and stop and start promptly when directed. The teacher makes very good use of children's demonstrations and evaluations to help others to improve and practise their ball skills in throwing, catching and bouncing. The circle games are a shared enjoyment by the teachers and children and make a good contribution to the children's personal, social and emotional development. They learn to participate within a whole class whilst developing their chasing and running skills and controlling their body movements in singing games, such as, 'Here We Go Looby Lou'.
102. Teachers successfully teach the skills that help children gain control of their finer movements, such as cutting with scissors, and using glue spatulas and paintbrushes. A favourite occupation of the nursery children is painting the fence and wall with water in the outdoor play area. They use big brushes for the purpose and are thus gaining further experience of using tools.

ENGLISH

103. The results of the 2002 national tests at the end of Key Stage 1 showed that pupils' attainment in reading was well below the national average and that standards in writing were below average. In comparison with similar schools, pupils' attainment was below average in reading and average in writing. The results of the 2002 national tests at the end of Key Stage 2 indicate that pupils' attainment in English was in line with the national average and well above average compared with pupils in similar schools. A very small number of pupils sat the national tests in English at the end of Key Stage 2 in 2002. This means that those test results are an unreliable indicator of overall standards of attainment.
104. The inspection findings are that standards in reading and writing are improving in Key Stage 1 and by the end of Year 2 are approaching national expectations. At the end of Key Stage 2 standards are below national expectations in reading and well below national expectations in writing. However, these standards must be seen against the backdrop of a highly transient school population in Key Stage 2, where no pupil has attended the school for more than two years by the end of the key stage. The current Year 6 comprises a very small number of pupils and only half of them are being entered for national tests in 2003 because of the number who have special educational needs or are new to English.
105. As a result of some effective initiatives, coupled with good teaching, pupils make good progress overall in Key Stage 1 from a low starting point. They also make good progress in Key Stage 2. Around 95% of pupils at the school are learning English as an additional language. Boys performed better than girls in reading and marginally better in writing in the end of Key Stage 1 tests in 2002. The school believes that this may have been because the boys were more confident than the girls. However, there is little evidence that boys and girls have markedly different attitudes towards reading or writing in Key Stage 1. Support for pupils with special educational needs pupils is well directed in both key stages, and these pupils therefore make good progress. Higher attaining pupils are not always sufficiently challenged, particularly with regard to writing in Key Stage 2.
106. Pupils' attainment in speaking and listening is below national expectations by the end of both key stages. The school has identified speaking and listening as a key area for development for all pupils but has not yet developed effective measures for assessing progress in speaking and listening skills. As part of the English syllabus, a programme for the development of speaking and listening skills has been introduced, and this is beginning to raise standards and to enable pupils to make good progress. However, there are sometimes missed opportunities for pupils to develop their speaking and listening skills in other subjects.
107. Pupils in Key Stage 1 listen attentively, but are often reluctant to express their ideas in whole class situations and tend to give one-word answers. In Year 1, sometimes their contributions are inaudible. However, through good encouragement and consistent opportunities to practise they gradually develop an awareness of the needs of the audience so that by Year 2, when given the opportunity to share and rehearse ideas in pairs or small groups before speaking to the whole class, pupils speak with increasing confidence.
108. In Key Stage 2, teachers try hard to ensure that pupils who might otherwise be reluctant to speak are given time to think about their ideas before replying, and, as a consequence, they express themselves clearly and confidently. When they have developed a secure grasp of the subject matter, for example, by the end of a lesson in

Year 3 about compound words, pupils bombard the teacher with examples. However, a significant number of pupils in Key Stage 2 find it difficult to listen attentively and lose concentration when they are not talking, particularly when whole class discussions are prolonged.

109. Pupils in Key Stage 1 make good progress and attain average standards in reading by Year 2. They read a range of fiction, are familiar with a number of traditional stories and have positive attitudes to reading. Higher attaining pupils read fluently, with understanding, including some difficult vocabulary. Lower attaining pupils decode words competently, but their understanding of the text is often rather superficial. The school's phonics programme is very successful in enabling pupils to use their knowledge of letters and sounds to work out unfamiliar words. However, pupils do not as a matter of course also use their grammatical awareness and contextual understanding to help them gain meaning from the texts they read. Pupils' progress through book bands is carefully monitored in Key Stage 1 to track individual progress and identify any significant trends.
110. Standards in reading by the end of Key Stage 2 are below national expectations, but pupils make good progress, given the high percentage of pupils who have English as an additional language or special educational needs. Higher attaining pupils, throughout the key stage, read fluently with good pace and expression and can support their opinions with reference to the text. Middle and lower attaining pupils, with some exceptions, tend to read mechanically with little expression and find it difficult to find meanings beyond the literal. Pupils in Year 5 are developing the ability to use the contents and index pages in information books efficiently and are keen to display their skills of scanning to locate words of particular interest.
111. The absence of a school library seriously impedes the development of pupils' library skills and their ability to carry out independent research into a topic. The school has made great efforts to replenish its book stock since the fire. However, pupils have a very limited choice of non-fiction, and to a lesser extent, fiction, which in turn contributes to a decline in interest in reading at the end of Key Stage 2.
112. Pupils make good progress in writing in Key Stage 1 to achieve standards in line with national expectations by the end of the key stage. They write in a range of formats and are developing an understanding of how to make short plans including key elements of a story, such as characters, setting and a problem to include in their own writing. Pupils' writing communicates meaning and higher attaining pupils develop their ideas in sentences, but the range of vocabulary and sentences they use is limited. The impact of the phonics programme is evident in the good standard of spelling achieved by many pupils. Pupils regularly take books home to read and they keep a record of what they have read.
113. By the end of Key Stage 2 standards in writing are below national expectations but pupils make good progress, partly as a result of good teaching from specialist staff who give good support to pupils whose first language is not English, or who have special educational needs. The narrative writing of higher attaining pupils contains some interesting choices of verbs, adverbs and adjectives and develops ideas logically. For example, in a letter of complaint about rubbish in the local environment, one pupil made her points forcefully and clearly. However, the use of worksheets sometimes limits opportunities for pupils to extend their writing skills independently. The basic grammatical structure of sentences is correct in the writing of middle and lower attaining pupils but a limited range of punctuation is used. Whole school targets are set for writing in the Literacy Action Plan and pupils have approximately three individual

targets for improvement in their books, which are appropriate for their stage of development, and regularly reviewed and amended. However, the quality of marking is inconsistent and does not regularly address the targets identified.

114. In both key stages the standard of handwriting and presentation is variable and often unsatisfactory and pupils do not regularly use the computer to develop ideas, revise and present their work. There are missed opportunities for pupils to develop their literacy skills through other subjects, partly because of the absence of a library and partly because of the preponderance of the use of worksheets in Key Stage 2, in particular.
115. The quality of teaching and learning is consistently good in Key Stage 1 and good overall in Key Stage 2, although variable. Class teachers generally have secure subject knowledge and the contribution made by specialist teachers for pupils with English as an additional language has a positive impact on pupils' progress and attainment. The National Literacy Strategy is firmly established and lessons usually proceed at a good pace. In good lessons, clear expectations for learning and behaviour are shared with pupils. Well-chosen questions lead pupils to reflect in greater depth and teachers take every opportunity to extend the pupils' vocabulary and understanding. Teachers have good relationships with pupils and touches of humour enliven discussions in some classes. A range of organisational strategies is used and well-planned, interesting tasks are mostly well matched to pupils' abilities. There are good opportunities in all classes for pupils to practise reading. Where teaching is less effective, extended question and answer sessions lead to pupils losing concentration and their interest in the topic wanes, particularly in Key Stage 2. Opportunities are sometimes missed for pupils to develop their use of language in pair and small group discussions and to take the lead in plenary sessions. Pupils are sometimes given tasks that are too difficult for them and they therefore struggle to achieve and become disheartened, and there is sometimes a lack of challenge for higher attaining pupils.
116. Assessment is used effectively to identify the needs of different groups of pupils. The setting of pupils from reception to Year 2 for fifteen minutes of phonics per day is having a very positive impact on standards and progress in phonics and spelling. Similarly, the setting of pupils in Year 2 and the organisation of pupils into year groups for English lessons in Key Stage 2 are effective in enabling class and specialist teachers to provide well-directed support and avoid repetition. Groups of pupils benefit from a variety of initiatives, such as the Better Reading programme, Extra Literacy Support and Further Literacy Support, which are having a positive effect on standards, though their impact has yet to be fully analysed. Assessment is also used effectively to identify pupils whose performance is falling behind expectations.
117. Support assistants are effectively deployed. They are given specific guidance on how to support pupils, especially those who have special educational needs or are new to English, and they make a valuable contribution to their learning.
118. The subject is well led by a committed co-ordinator who is also responsible for the Foundation Stage. She therefore has a very good understanding of the starting point of the pupils and a clear view of what they need to achieve in English, particularly at Key Stage 1. The headteacher is also a driving force in the push towards higher standards in English and she oversees some aspects of monitoring, target setting and assessment. Because she has not always been involved in some of the strategic decisions about the future direction of the subject, the co-ordinator has a less clear view of some whole school issues with regard to English, particularly in Key Stage 2. Her role in monitoring teaching and learning is at an early stage of development but,

with the help of the School Improvement Officer, she has effectively identified some key areas for development. In the aftermath of the fire she had to make some very quick decisions about which resources to buy and schemes to follow. These have served the school's needs in the short term, but the quantity of appropriate resources for English is unsatisfactory and the school urgently needs a library.

MATHEMATICS

119. The results of the national tests for seven-year-olds in 2002 were above the national average and well above the average achieved by similar schools. This was due to the number of pupils who achieved well in their numeracy skills. Standards have improved steadily during the two years the school has been open, and pupils make good progress and achieve well. Inspection findings are that standards are in line with national expectations at the end of Year 2. There are particular strengths in number, and pupils make good progress in their numeracy skills. National tests for eleven year olds in 2002 indicated that standards were above average at the end of Year 6 and well above the average achieved by similar schools. Because this was a very small year group the results should be treated with some caution. Inspection evidence indicates that currently by the end of Year 6, standards are below average. This is because many pupils have just joined the school are at the early stages of learning English. This means that despite the good teaching, there are gaps in pupils' skills, knowledge and understanding which prevent them attaining higher standards. Standards are rising and pupils in Year 5 are attaining average standards. Overall, progress is good.
120. Pupils in Year 1 calculate numbers to ten with confidence building on the very good start they made in reception. They have a satisfactory understanding of how to use addition to solve subtraction sums and use this to solve simple problems. Most pupils in Year 2 add numbers to ten quickly and are beginning to use the information to add two 2-digit numbers together in their heads. They have a satisfactory understanding of the number system and organise numbers into the relevant hundred, ten or unit columns correctly. Some higher attaining pupils are beginning to learn multiplication facts, by adding groups of the same number or counting on in twos, fives or tens. They recall some of these quickly to find the answer to sums with which they test each other out with a great deal of enthusiasm. Pupils with special educational needs are supported well by teaching assistants who help them during lessons to work on the same topic. As a result of this good support, in one lesson a group of lower attaining pupils managed to find the product of 2×5 by counting on in twos until they had held up five fingers.
121. Older pupils in Key Stage 2 are confident with numbers and add quickly when looking for pairs of numbers that make one hundred. Higher attaining pupils do this with numbers to two decimal places, finding the differences and checking their answers by adding the two numbers together afterwards. Very few pupils can explain what they did and, although the teacher plans suitable opportunities in lessons for this to happen, often questions are too directed so pupils are not given time to talk at length about how they reached their answers. The teacher explains for the pupils and while this provides a good role model, it does not develop their personal speaking skills.
122. By the end of Year 2 pupils' knowledge and understanding of shape and measures is below average. This is because many pupils are still at the early stages of learning English and they find the mathematical vocabulary difficult to understand. To this end, teachers plan practical lessons and include the vocabulary that the pupils will need to learn to help their understanding. The constant discussion and questioning by teachers

and teaching assistants of what is happening during lessons focuses well on pupils learning the language of shape and measures as well as the practical application. In one good lesson, Year 1 pupils correctly indicated which box was heavier and which was lighter, confidently using balances to test out their predictions. Pupils are not yet secure enough in their speaking skills to explain what they are learning or to describe what they think. In the same lesson, although most pupils could show by pointing that the heavier box made the balance pan go down, they could not put their thinking into words. Pupils' understanding of shape and measures is below average by the end of Year 6. Pupils understand the idea of reflective symmetry satisfactorily because lessons are practical and they can test out their ideas using mirrors. However, many are unable to see a pattern in results unless the teacher gives them a lot of direction or clues. For example, in one lesson, pupils understood that the folds in their paper indicate the number of lines of reflective symmetry but they could not predict that if they folded the paper twice they would get two lines of symmetry. By the end of a lesson in the Year 5 and 6 class, pupils were beginning to understand that if a regular shape had six edges and corners, it would have six lines of reflective symmetry. This was because they had a table of results to complete which prompted them to look at the properties of the shapes being investigated.

123. By Year 2 pupils sort and present information in many ways, and are beginning to say what this shows. For example, in one good lesson, pupils followed the teachers' lead to identify how many letters there were in their names. The information was recorded in columns of four, five, six and seven letters, and this presentation helped the pupils to say correctly that there were more names with six and seven letters than five or four. However, they were unable to interpret the information to say whether names with five letters were found the most in the class. This finer interpretation of evidence is hampered by their weaker language skills. In Key Stage 2, pupils record information using graphs and tally charts but their attainment is below average in this aspect of mathematics because of weaknesses in their ability to use language to think things through and explain their findings.
124. The quality of teaching and learning is good throughout the school. Teachers use assessment information well to set targets for individuals and groups of pupils, and plan work to meet the different needs of pupils in lessons. In most classes, all pupils receive regular focused support from teachers or teaching assistants. All adults in lessons know what pupils should learn and make sure that they use questions to probe their understanding even though many cannot speak their thinking out loud. This means that their lack of vocabulary does not hamper their progress in numeracy. Lessons are practical and fun, so all pupils are engaged throughout the lesson. Clear expectations of behaviour mean that pupils are developing good work habits and they have good attitudes as a result. During lessons, they cover a good amount of work, which is not always reflected in their recorded work. Suitable use is made of information and communication technology for pupils to practise their numeracy skills. The use of numeracy in other subjects is satisfactory.
125. Leadership and management of mathematics are good. The co-ordinator has evaluated the subject closely, identified the strengths and taken steps to make the necessary improvements. She observes teaching and learning in lessons and provides staff with good guidance on how they can improve their teaching even more. The curriculum is good and provides well for pupils' different learning needs. Assessment procedures are good and help teachers to plan suitable work for all pupils in the class. Targets for groups and individuals are based closely on this information and allow pupils to develop skills in measured steps. Resources are good and this means that pupils are supported well through practical investigations.

SCIENCE

126. In the 2002 national curriculum tests standards at the end of Year 6 were well below the national average and were average compared with similar schools. Because of the very low number of pupils in the year group last year, comparison with the data is unreliable. Teacher assessments showed standards to be below average at the end of Year 2 but above average compared with similar schools. The school has made sustained efforts to raise standards and they are now improving. Inspection findings are that standards are in line with national expectations for pupils at the end of Year 2 and below national expectations for pupils at the end of Year 6. In Key Stage 2 a number of factors have adversely affected pupils' progress, including pupils taking extended holidays, staff changes and high pupil mobility in Years 3 to 6.
127. The school is effective in the inclusion of all pupils with special educational needs and those who are new to English. Support staff work very effectively in every class with specific groups or individual pupils to help them achieve well. Pupils of all abilities make good progress in Years 1 and 2, and satisfactory progress overall in Years 3 to 6. Teaching at the upper end of the juniors is good but the gaps in pupils' knowledge and skills as a result of the interruptions to their learning are too diverse to fill successfully at present. The school is aware of this and is working hard to minimise the effects of this situation.
128. The school has made good improvement since it opened in giving pupils practical experiences in science, and standards of investigative work are good by the end of Key Stage 1 and satisfactory by the end of Key Stage 2. In Years 1 and 2 pupils are given good opportunities to explore and find things out for themselves. They make good progress in developing their understanding of scientific facts through their investigative work. Pupils are encouraged to think and talk about what they are learning, which results in the majority making good progress. For example, in Year 2, pupils exploring circuits discover the many ways a circuit is broken and how such breaks can be rectified. Although teachers in Key Stage 2 continue to provide opportunities for pupils to investigate they provide too much direction and this means a good number of pupils rely on help rather than being challenged to think for themselves. This approach restricts the challenge for, and hence the progress of, the higher attaining pupils. There are currently too few opportunities for pupils to plan and design investigations and consider a range of recording strategies. Pupils' weaker language skills hamper their progress, particularly at Key Stage 2. Pupils find it difficult to use the correct technical language and, where investigations demand higher levels of thinking and interpretation skills, they find it difficult to express their ideas or transfer learning from one situation to another confidently.
129. By the end of Year 6 higher attaining pupils have a satisfactory understanding of living things, including inter-dependence and adaptation. However, the understanding of most pupils is at a superficial level, and few achieve the expected standards, although their progress is satisfactory given their prior attainment. In Key Stage 1, higher attaining pupils have a satisfactory understanding of living things, for example Year 2 pupils describe the life cycle of a butterfly using the terms 'caterpillar' and 'chrysalis', but the understanding of most pupils is at a lower level. Pupils' knowledge and understanding of materials and their properties are below average by the end of Year 6, although higher attaining pupils reach the expected levels. In Key Stage 1, pupils make good progress in this aspect to achieve standards that are in line with expectation for age. For example, in a good Year 1 lesson, pupils were given good opportunities to talk

about materials and their properties before looking at why certain materials are more suitable than others for specific uses. They used this learning to consider what materials would be best to build 'Barnaby Bear's house'.

130. Pupils' knowledge and understanding of physical processes is close to national expectations at the end of both key stages, and pupils make good progress. Higher attaining pupils in Year 6 give clear explanations about light sources, shadows and how the eye works, but some pupils do not have all of the vocabulary they need to explain their thinking. Similarly when pupils in Years 3 and 4 were testing the insulating properties of materials few were able to explain their findings with any degree of clarity. Pupils in Year 2 design rooms with lights by applying their understanding of how electricity flows through a circuit confidently, and one group modified their work by placing two working lights on the outside of their house design. The higher attaining pupils incorporated switches into their circuits, and could explain their thinking through detailed diagrams which were of a satisfactory standard. In a Year 2 lesson, a group working to make 'moving windmills' systematically tested all the components when their mechanisms failed to work.
131. The quality of teaching is good in Key Stage 1 and satisfactory with some good features in Key Stage 2. Teachers ensure the required topic areas are covered appropriately and information is generally presented well. Where teaching is good, appropriate time is given to re-visit prior work to ensure pupils understand what they already know in order to move on to new work. Teachers make lessons interesting and link learning well into other subject areas, such as design and technology and geography, where pupils make good progress because they have a meaningful context into which to put their learning. Teachers make good use of pertinent questions to help pupils think before they answer. In Key Stage 1 pupils are given good opportunities to devise their own means of recording their work, but in Key Stage 2 there is too much use made of worksheets and pupils sometimes record responses and answers that they do not fully understand. As a result they acquire facts but are unable to transfer what they know confidently to subsequent work. In some cases worksheets are not adapted to meet the needs of pupils of different abilities and language skills, and pupils rely very heavily on the teacher and the support assistant to complete the answers. Where this happens pupils do not always understand what they have learned and make limited progress.
132. Teachers identify objectives at the beginning of the lesson and usually round the lessons off well to make sure pupils have understood what has been taught and identify areas where further time and explanation are necessary. Teachers and support staff intervene at appropriate moments to support individual pupils in consolidating and extending skills. In Key Stage 2 a number of pupils lack confidence and do not volunteer answers unless directly asked to do so. Pupils generally enjoy practical work, share equipment well and behave sensibly when conducting practical tasks. When teaching is not suitably matched to meet the needs of all ability groups, a few find it hard to sustain interest and concentration. As a result their behaviour is unsatisfactory and a few actively disturb the learning of others.
133. Leadership of the subject is satisfactory. The co-ordinator has identified an appropriate action plan to develop the subject and is well aware of the areas that need further work. Resources are sufficient and teachers are beginning to use information and communication technology to support pupils' learning. For example, the visiting EMAG teacher supported three pupils in Year 2 well by helping them to select the required components to design simple circuits correctly to light up images on the screen. However, overall management of the subject is unsatisfactory at present. The co-

ordinator has identified sound assessment procedures to help teachers monitor how well pupils achieve against their prior attainment and meet the targets set. These procedures are very new and as yet have not been fully implemented throughout the school to provide sufficient information to ensure planning matches pupils' needs. Science has not been a priority on the school development plan and insufficient time has been given to monitor teaching, learning and standards formally throughout the school. Because of the split site arrangements there is insufficient opportunity to monitor work regularly even on an informal basis. This means that time given to identify areas that require development has been limited for management overall to be satisfactory. The high pupil mobility in the school especially in the junior classes means time to monitor pupils' progress and subsequently ensure planning matches pupils' needs is a priority in order to raise attainment.

ART AND DESIGN

134. The attainment of pupils in art and design is below national expectations at the end of both key stages. They make unsatisfactory progress in developing key aspects of their knowledge, skills and understanding of art and design because of the limited amount of time that the school devotes to the subject.
135. The key skills of drawing and painting are not regularly taught and pupils do not, therefore, progressively develop their understanding and use of the visual elements of line, tone, colour and shape. Pupils engage in a limited amount of drawing and painting from first-hand observation. In Year 1 they use colour pencils to draw old and new toys and make a satisfactory attempt accurately to represent the lines and colours they see. Van Gogh's painting of a chair inspired drawings by pupils in Years 3 and 4, but their drawings do not attempt to depict depth or lightness and darkness and their sense of proportion is poor. Pupils draw pictures from memory and imagination to illustrate their work in other areas of the curriculum. In religious education, for example, pupils in Year 2 drew special places, such as their bedrooms and Bradford. In English, pupils in Years 5 and 6 drew cartoon pictures to illustrate Greek myths they have written. Some of these drawings include relevant interest and details. Pupils in Key Stage 2 do not use a sketchbook to practise their skills, to record their ideas or to collect preparatory sketches and samples. In both key stages, pupils' knowledge and understanding of how to mix colours to create different effects are not systematically developed to build on the sound foundation laid in the early years, because they have limited experience of painting.
136. Pupils in Key Stage 1 are given good opportunities to use a range of materials. In Year 1, for example, pupils investigate ways of tying, twisting, pleating and folding paper and fabric. They then build well on these skills in order to make weavings from their own designs. They carefully select strips of fabric of different colours and textures and evaluate work in progress, checking it against their original designs. They work with dexterity, using the under/over technique that has been effectively demonstrated by the teacher and produce pieces of a very good standard. They clearly enjoy the work they are engaged in and find it rewarding. Pupils in Year 2 worked in small groups to produce a three-dimensional jungle scene inspired by a book about a jungle. They moulded animals and plants effectively using modelling compound and painted them in appropriate colours. Pupils in Years 5 and 6 made bird masks using a variety of shiny papers after studying examples of collage masks. However, there are few examples of other investigations with a range of materials in Key Stage 2.

137. Pupils in Year 2 know about the Islamic tradition of painting 'Mendhi' patterns on hands to celebrate Eid and have experimented effectively with pattern to make their own attractive designs. Pupils in Year 6 looked carefully at illustrations of Greek pots as a prelude to making their own from papier-mâché. In general, however, pupils in both key stages have a very limited knowledge of the artistic traditions of different times and cultures. Information and communication technology is used only occasionally to generate ideas for artwork, to learn more about art and artists or to produce images.
138. The Learning Mentor runs a puppet-making club, which is open to all pupils, but restricted space means that the number of pupils who can participate is limited. However, those Year 2 pupils who participated made colourful dragon puppets, inspired by Chinese New Year, from folded crêpe paper and sticks. Pupils in Years 3 and 4 made glove puppets which were well constructed and showed individuality in decoration and outcome. Pupils are enthusiastic about the club and this makes a positive contribution to the learning of those who are able to attend.
139. The quality of teaching in art and design, when lessons take place, is satisfactory overall. Discussions with pupils indicate that they enjoy lessons in art and design. In a good lesson in Key Stage 1 there was a good demonstration and explanation of weaving techniques and the importance of having a clear design was emphasised. Pupils were encouraged to evaluate work in progress against their original design and to change aspects of it if they thought this would improve it. However, there are weaknesses in teaching in both key stages, which arise from the failure to build progressively on what pupils know and can do and this has led to gaps in pupils' knowledge and skills. Opportunities to develop pupils' key skills in speaking and listening, numeracy and information and communication technology are often missed. Teachers in Key Stage 1 value the work done by pupils and display it attractively but there are few displays of pupils' artwork in Key Stage 2. Parents were involved in the Healthy Families/Artists in Schools initiative in December 2001 and there are current plans to involve them in a Race Awareness project through art.
140. Leadership and management of art and design are unsatisfactory. Plans for the monitoring of teachers' planning, teaching and learning in the subject are at an early stage of development, since the subject has not had a high profile within the school. Examples of pupils' work and progress in art and design are kept in class folders, but assessment is not used effectively to plan future work. The co-ordinator manages a limited budget efficiently to direct resources to areas of greatest need, but following the fire in 2001, the quantity and range of resources remains very limited. There are few opportunities for training for both the co-ordinator and other members of staff, which limits the potential for them to develop their confidence and knowledge of how to teach art and design.

DESIGN AND TECHNOLOGY

141. Standards in design and technology are broadly in line with expectations for pupils at the end of Year 2 and Year 6. Pupils experience a satisfactory range of opportunities to develop their skills in designing and making. Teachers pursue the required aspects through a range of activities and teaching is satisfactory. The pupils' work shows satisfactory progress.
142. By the end of Key Stage 1 pupils have a satisfactory knowledge of materials and how to join them. The youngest pupils explore malleable materials, such as play-dough, use a satisfactory range of construction kits, cut and join fabrics in model making to make

moving cards and toys and learn to construct weaving looms. They continue to develop their knowledge of materials. For example, pupils in Year 2 draw 'Barnaby's House' and explore a range of materials that are best suited to give the structure shape and strength. By linking this with their work on circuits they know how to fix lights that turn on and off. Pupils have looked at how to present a fruit salad to tempt people to eat it or the different sandwich fillings that people might like. Teachers make lessons interesting through linking design and technology work with other subjects, such as science or geography. The concept of moving toys is further developed as pupils look at devising pulley systems that lift 'Incy-Wincy spider' up and down and create puppets from fabric and other materials.

143. From designs it is evident pupils understand the planning process and in some examples they show how they have developed individual ideas by adding decorative modifications, for example, in the Year 4 designs making money containers. Here pupils have branched out into using a range of fabrics, with fasteners including buttons and zips. Pupils at the upper end of Key Stage 2 show how they use popular brand names to create logos for their slippers and some have added a multi-cultural effect by using decorative materials to turn their slippers into fun fashion items. Pupils use a range of tools and learn how to handle them safely. Their sawing skills are fairly accurate and neat. The buggies in Years 5 and 6 show how pupils have carefully incorporated discreet housing for batteries to power their final item in preparation for moving onto their fairground topic. The finished structures are of particularly good quality, being very sturdy and well constructed with joints that are neat and accurate. Pupils in Years 5 and 6 talk enthusiastically about what they have made and have a secure understanding of the process they need to follow to design and plan and consider how they might improve what they make. They have used books and diagrams to research structures. Little evidence was seen of pupils having used information and communication technology for design purposes.
144. Teaching and learning are satisfactory at both key stages. The pupils enjoy their work in design and technology, and find it interesting. The work is correctly matched to their abilities and interests. The teachers are precise in their instructions and demonstrations and plan the work carefully. There are satisfactory opportunities for pupils from all ability groups, to achieve success. Pupils with special educational needs are fully included in class discussions and given good support by the teacher or additional helper so that they too achieve well. The subject provides all pupils with the opportunity to work with others and share resources and ideas. Good attention is paid to teach the relevant technical vocabulary. The work concentrates mainly on the more simple design and make tasks and there is not enough emphasis in the upper juniors on scale diagrams and dimensions of products. Although there is some self-evaluation of the products, this tends to be rather simplistic because it is not taught in a structured way throughout the school, thereby missing opportunities to develop the pupils' literacy skills in other contexts. Teachers' expectations of standards are realistic. Assessment of the pupils' attainments in design and technology is informal, and currently unsatisfactory as the teachers have no evidence on which to base further planning in order to promote better learning.
145. The management of design and technology is unsatisfactory. The co-ordinator provides helpful informal support and encouragement to her colleagues as and when requested and has ensured the appropriate curriculum is in place. However, the subject has not been a priority, and therefore she has had no planned opportunities to determine standards or monitor teaching and learning in order to identify areas for improvement.

GEOGRAPHY

146. Standards at the end of Year 2 and Year 6 are below average. Throughout the school all pupils, including those who have special educational needs or English as an additional language, make satisfactory progress in most areas of geography and their achievement is satisfactory.
147. Pupils in Key Stage 1 enjoy talking about the travels of Barnaby Bear and this is motivating them to find out and learn about the different areas in the British Isles and farther afield. They are aware of the different parts of the world that Barnaby travels to and use this to learn facts about different places. They are beginning to make simple comparisons between the features of these localities but as yet do not comment about how these affect the lives of people living there. Most pupils name the physical and human features of a place but are not yet able to describe these using suitable geographical language. Their mapping skills are below average and they rarely go into the local area to find out for themselves about the place in which they live.
148. By Year 6 pupils have a satisfactory knowledge of geographical facts, but their geographical skills are not good enough for them to read maps or to analyse simple weather statistics to form conclusions about weather and climate both locally and around the world. Older pupils follow the scheme of work closely and this focuses on learning weather, rivers and mountains through topics. The teaching of facts means that they know that rivers start in the mountains and flow into the sea, but they are not able to explain their ideas using relevant geographical vocabulary. This restricts their ability to attain higher standards. The facts have not been related to how geographical features affect the lives of people who live nearby. Pupils name many countries found in Asia but their knowledge of other countries and continents is less secure. Whilst they name rivers found in different parts of the world, they do not recall the names of rivers found locally and few can give suggestions as to how the local population may have used them. Overall, because of the low levels of geographical skills and knowledge pupils have when they join the school, progress is satisfactory.
149. The quality of teaching and learning are satisfactory overall. Teachers make sure that pupils learn suitable geographical facts and carry out research about different themes. Much of the work in Years 1 and 2 is based around the travels of 'Barnaby Bear' and this interests pupils who are then motivated to learn. Pupils are learning to care for their environment because of the emphasis given to this aspect in lessons, making a satisfactory contribution to their social, moral and spiritual development. In Key Stage 2, because lessons focus on pupils learning facts, there is insufficient emphasis on developing geographical skills, and pupils are not interpreting geographical data to draw conclusions about the way environmental and human changes affect people's lives.
150. Leadership and management of the subject are unsatisfactory. The co-ordinator has not had the opportunity to monitor the work of the subject so is not clear about standards or what needs to be done to improve teaching and learning. There is a suitable scheme of work, and plans are in place to develop this further to include fieldwork. Except in the Year 5 and 6 class, information and communication technology is not used effectively to support learning in the subject. Assessment procedures are satisfactory but these are very new and as yet are not used effectively to identify strengths and weaknesses in learning. Some of the resources destroyed in the fire have not been replaced and this means that resources overall are unsatisfactory. The subject makes a contribution to pupils' cultural development through the study of other countries, and to social and moral development when environmental issues are discussed.

HISTORY

151. Pupils make good progress in the development of their knowledge, skills and understanding in history and their attainment is in line with national expectations by the end of both key stages. Pupils with special educational needs make similar progress to their classmates.
152. Pupils in Year 1 develop satisfactory chronological understanding with the help of a timeline of toys appropriate for children of different ages. They can sort toys into 'old and new' categories and write short descriptions of them, though not all of their descriptions focus on the old and new aspects of them. They are also beginning to ask historical questions about the toys they have studied. By Year 2 pupils use and understand words and phrases relating to the passage of time. They know, for example, that the Great Fire of London happened in 1666, which is "a long, long time ago" and they have a good understanding of the causes of the fire and the consequences of it. They know about historical figures such as Samuel Pepys and King Charles II and why they were important. They can suggest a number of sources of historical evidence such as paintings and diaries and offer several examples of ways in which life in the seventeenth century was different from life today. Pupils record a limited amount of their work in history through writing.
153. By the end of Year 6 pupils have satisfactory knowledge and understanding of different periods of history. Pupils in Years 3 and 4 watch with interest a video about Tudor life and food and recall a number of details about the typical diet during that period. They engage in historical enquiry by examining a range of pictures depicting a rich Tudor family, a sixteenth century garden, hunting and fishing and draw conclusions about these aspects of Tudor life. Higher attaining pupils can make the link between methods of transportation today and in Tudor times and the foods available then and now. By the end of Key Stage 2 pupils have a satisfactory understanding of many features of life in Ancient Greece and of ways in which life then was different from life today. They have sound understanding of sources of evidence such as buildings and artefacts but they are unsure of the difference between primary and secondary sources. They have a limited understanding of how the past can be interpreted in different ways. Much of pupils' writing in history in Key Stage 2 is confined to worksheets and this restricts opportunities for them to apply their writing skills to the subject. The work of younger pupils in Key Stage 2 is not organised well and sometimes poorly presented.
154. The quality of teaching is satisfactory overall in both key stages, but the limited time available for history means that there are some weaknesses that need to be addressed. Teachers in Key Stage 1 emphasise key historical vocabulary and offer a well-planned range of activities. They generally make good use of the resources available to motivate and interest pupils and displays of posters, photographs and artefacts extend pupils' learning. However, the resources used, such as extracts from diaries, are sometimes inappropriate for the age group and pupils have difficulty in reading and interpreting them. In Key Stage 2, teachers provide opportunities for pupils to engage in some independent historical enquiry, but they do not sufficiently challenge higher attaining pupils to write and record their understanding independently in a variety of ways. Sometimes there are missed opportunities for pupils to develop the key skills of speaking and listening, writing, numeracy and the use of information and communication technology through historical enquiries in both key stages. Apart from walks around the immediate locality to investigate changes in housing, there are few

educational visits to places of historical interest to enhance pupils' knowledge and understanding of the periods studied.

155. Leadership and management of history are unsatisfactory. The co-ordinator concentrated her efforts, after the fire which destroyed the school's stock of historical artefacts and other resources, on gathering sufficient resources to enable history to be taught satisfactorily. In this she has succeeded, and available resources are effectively used, although they are still limited in quantity and quality. Examples of pupils' work and progress in history are kept in class folders, but assessment is not used consistently to plan future work. The co-ordinator recognises the need to develop her monitoring role to include teachers' planning, samples of work and observation of teaching and learning. There have been few opportunities for training for either the co-ordinator or other members of staff during the last two or three years and this has inhibited the development of teachers' expertise in the teaching of history.

INFORMATION AND COMMUNICATION TECHNOLOGY

156. Standards at the end of Year 2 and Year 6 are below average. The recent decline in standards is due to the poor accommodation following the fire eighteen months ago, followed by a burglary last year, and the fact that computers have not been replaced until very recently. It is evident from talking to pupils, that they have weekly computer lessons, which ensure they have a satisfactory awareness of how computers can support their learning in a number of subjects. However, this is not always followed up regularly enough in the classroom to give pupils the opportunity to practise their skills. Pupils have not made sufficient progress and their achievement is currently unsatisfactory.
157. Younger pupils find their way around the keyboard quickly to locate the letter keys they need to construct simple pieces of writing. They do not know how to edit their work however, and often delete all their writing to correct a word which they have mis-spelt early in their work. Teachers' planning indicates that the curriculum is broad and balanced, but there was very little work available to show the range of work pupils of this age should cover. Older pupils talk enthusiastically about their information and communication technology work. They recall the work they did with 'Roamer' and on one occasion have made shapes with Logo on screen. They are knowledgeable about how sensors measure light, sound and temperature and how the computer immediately displays this as a graph for them to see how this goes up and down at different times. This reflects the broad curriculum and that they are receiving the necessary experiences to attain the required standard. They are looking forward to using computers to make their fairground models, made in design and technology, move. They talk enthusiastically about their current work on rivers and how this will be turned into a multimedia presentation, now that the computer suite has been replaced. However, in many lessons, computers are not in use and there are missed opportunities for pupils to practise their skills during the rest of the week when they are not working in the information and technology suite. Consequently, pupils are not yet working independently to do many things, relying on considerable direction from the teacher to complete their work.
158. No lessons were seen during the inspection. However pupils' work indicates that the quality of teaching and learning is currently unsatisfactory. Teachers have recently completed the relevant training, so now have the necessary skills and expertise to plan a suitable range of work for pupils to learn specific information and communication technology skills. However there are not enough opportunities for pupils to use computers in other subjects to support their learning. Therefore although the work in the computer suite is satisfactory, learning at other times is unsatisfactory and skills are not developing at a fast enough rate. This is not helped by the smaller than average number of computers in classrooms and the destruction of resources in the recent fire and burglary.
159. Leadership of the subject is satisfactory. The co-ordinator has worked hard to put provision into place following the fire, which destroyed the newly established information and communication technology suite. Further burglaries have meant that the small suite of computers has only just been replaced and therefore pupils have not had regular information and communication technology lessons until lately. Resources for other aspects of the subject are unsatisfactory. All teachers have completed relevant training and are now prepared to teach the full curriculum. However, the use of information and communication technology to support learning in other subjects is not identified formally in the curriculum and therefore relies on individual teachers identifying its use in lessons. Consequently, it is not used often enough. Monitoring of

provision is unsatisfactory and the inconsistent use by teachers has not been picked up or dealt with by the school. Assessment procedures are satisfactory and provide useful information on what pupils have learnt each term. This is not based on skills, however, and as yet does not help with identification of the gaps in curriculum provision for some pupils.

MUSIC

160. At the ages of seven and eleven standards in music are in line with national expectations. All pupils, including those who have special educational needs, make good progress throughout the school because of the good teaching provided by a specialist music teacher. As a result their achievement is good.
161. By the end of Key Stage 1 pupils perform to a satisfactory standard. They know the names of various instruments and recognise the sounds they make. They identify ascending and descending pitch and have an awareness of rhythm and pulse. They play instruments, such as hand chimes, keeping in time and responding well to the instructions given by the teacher. By Year 2 pupils play percussion instruments in time to the music and keep a steady pulse when moving to music. They provide accompaniments to simple tunes by using chime bars and glockenspiels. They know and perform a range of simple songs. They know the names of a good range of instruments, such as trumpet, drums, guitar and flute, and demonstrate using actions how they are played.
162. In Key Stage 2 pupils make good progress in developing composition skills. They recognise that by using the five-note pentatonic scale they can compose tunes and accompaniments that will sound good together. They play a good range of percussion instruments well to accompany well-known tunes. In a Year 3 and 4 lesson pupils read the notation for an accompaniment pattern and used tuned and untuned percussion instruments to accompany 'Old Macdonald'. By Year 6 pupils compose 'soundscapes', adding different instruments and rhythms to create an effect. They record their compositions and make suggestions as to how they could be improved. Their singing skills are not as well developed as their composition skills.
163. Teaching and learning in music are good throughout the school. The specialist teacher has good subject knowledge, which she uses effectively to provide interesting and relevant activities that enable pupils to make good progress. In a Year 1 lesson for example, Vidor's 'Toccatà' was played so that pupils could hear organ music following a visit to the church the previous day, during which they had seen the church organ. This was also an example of how the teacher works effectively with the class teachers, helping to develop links between subjects that enable pupils to consolidate their learning. Lessons are well planned and organised and build well on prior learning. Very good use is made of support assistants, who work with groups of pupils, giving advice and help and enabling those who are lacking in confidence, or who are having difficulty with English, to join in with the activities. Pupils enjoy their music lessons, although occasionally in Key Stage 2 they lack confidence to join in with lively songs. Resources are very well used to enable pupils to experience a good range of sounds and instruments. Although the school has a good range of instruments the visiting teacher often provides her own because of the difficulties of space and storage in the building, and the fact that the instruments have to be moved from one building to another. This is unsatisfactory and makes it very difficult for the school to continue to make the satisfactory provision that it does currently.

164. Leadership and management of the subject are satisfactory. The headteacher works in partnership with the specialist teacher to ensure that an appropriate scheme of work is delivered that follows the national guidance. Teaching has been monitored as part of the headteacher's routine monitoring. Assessment is satisfactory and follows national guidance. The subject makes a good contribution to pupils' spiritual and cultural development when they listen to recorded music from different cultures and countries in assemblies and lessons and to live music, such as a string quartet and an African band. This also contributes to the development of listening skills. A good contribution is made to social development when pupils are given opportunities to work in groups to compose and perform. Opportunities for them to perform to their peers raise their confidence and self-esteem. Despite the difficulties of the accommodation, the school has done well to provide a music club focusing on percussion instruments and there are plans to introduce a recorder club.

PHYSICAL EDUCATION

165. Standards in physical education are in line with national expectations for pupils at the ages of seven and eleven. Throughout Key Stage 1 and Key Stage 2, all pupils, including those who have special educational needs or who speak English as an additional language, make satisfactory progress.
166. It was only possible to observe one dance lesson in Key Stage 1 during the inspection. In this Year 2 lesson, pupils understood the effects of exercise on their bodies, and the importance of warming up in order to avoid injury. They practised and improved skills of jumping, travelling and making high and low shapes, and put together their moves to make a short sequence. They linked the movements together and interpreted the music well. They used the space well and were inventive in their ideas. Pupils have good control and movement and evaluate their own work and that of others, making suggestions as to how it could be improved.
167. Pupils in Key Stage 2 warm up effectively, using a range of appropriate activities, such as throwing a ball into the air for another pupil to retrieve. They practise and develop throwing and catching skills to an average standard, some demonstrating good hand-eye co-ordination. They show a good understanding of the skills needed for fielding. In orienteering, pupils in Years 5 and 6 prepare and follow routes in the school playground. Most pupils in Key Stage 2 learn to swim to the expected standard. When pupils are not given an opportunity to evaluate their work and suggest how it could improve, their attainment is below average in this aspect of the curriculum.
168. Teaching in physical education is good in Key Stage 1 and satisfactory in Key Stage 2. At present the co-ordinator teaches both Year 2 classes, and teaching for this year group is very good because of her good subject knowledge and enthusiasm. Lessons are well planned and prepared, with a range of stimulating tasks that build on prior learning. Explanations are clear and demonstrations by teachers and pupils are used well to show good quality work and ideas. Good use is made of support assistants to encourage pupils to concentrate and do their best, and to help pupils who have special educational needs or speak English as an additional language. Pupils enjoy their physical education lessons and generally try hard to improve their skills. They work co-operatively and generally behave well.
169. The leadership and management of Physical Education are satisfactory. The co-ordinator has a satisfactory understanding of the strengths and weaknesses of the subject and gives good support to her colleagues. However, she needs to develop a

more secure understanding of the standards that pupils achieve in Key Stage 2, where as yet she has not carried out any monitoring activities. The curriculum provided is satisfactory and is based on national guidance. A new scheme of work is currently being implemented in the school, and this ensures progression in developing pupils' skills. Assessment follows national guidance and is satisfactory.

170. The school is part of a School Sports Co-ordinators' Programme, and this has a positive impact on provision for physical education. Through this scheme the co-ordinator has attended training and has received on-going help to develop planning, a handbook for the subject and an effective scheme of work. Support and guidance for all aspects of the subject are available, as is additional expertise, for example, for orienteering currently in upper Key Stage 2. The accommodation for the subject is poor, with no playing field, a very small hall that is used for a range of other purposes, and a very small playground area. The school works hard to compensate for this by using a local sports hall but this is far from ideal. Time is wasted when pupils have to walk there and back and the hall itself is poor acoustically so that it is difficult for pupils to hear the teacher, and there are frequent interruptions when other groups use it. Resources are unsatisfactory. Many were lost in the fire and there is currently insufficient storage space for them to be replaced.

RELIGIOUS EDUCATION

171. Standards of attainment at the end of both Key Stages are in line with those expected by the locally agreed syllabus for religious education. Pupils in both key stages, including those with special educational needs and those with English as an additional language, make good progress as they move through the school. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. There is a good emphasis, throughout the school, on teaching the pupils about the major world faiths, focusing on the similarities and differences. This means the pupils are developing a very good understanding and respect for the beliefs of others.
172. Pupils in Key Stage 1 are very well informed about the Islamic religion and the life and teaching of Muhammad. They have a sound understanding of the Five Pillars of Islam and the significant features of the Mosque. They have recently visited the Mosque and a church. In the follow up lesson to the visit to St Paul's Church they were able to recall all the main features and to point out how these are the same or different in the Mosque. They mentioned, for example, the Qu'ran and the Bible, the prayer mats and pews, the dome and the spire and the ways each religion has of calling people to prayer. They are also able to talk about their feelings and responses to their experiences, for example, "I feel happy in the church and in the Mosque", and "I felt sad because of Jesus dying". They are very aware that there are special places and special people and much of the work, throughout the key stage arises from that awareness.
173. In Key Stage 2, very good emphasis is placed on relating lessons to the pupils' own knowledge and experiences and then making comparisons between the major world religions. Pupils recognise the similarities between Hajj and Christian pilgrimages to such places as Canterbury and the Vatican, and Muhammad's entry into Mecca on a camel and the events on Palm Sunday. Year 6 pupils appreciate that both Muhammad and Jesus experienced the same righteous anger when breaking the idols in Mecca and overturning the money-lenders' tables in the temple. The Year 6 pupils overall, demonstrate a very good knowledge and understanding of the life of Jesus and his teaching. Having discussed such incidents as the washing of the disciples' feet and the

meanings of Jesus' parables, they described His characteristics as 'compassionate', 'generous' and 'a good example'.

174. Pupils' attitudes to their religious education lessons are good. They show a keen interest in learning about the Islamic faith and the beliefs of others. They listen attentively to the teachers' introductions to lessons but many lack sufficient confidence to participate during the question and answer sessions. In most classes, where the teaching and class management are good, pupils settle enthusiastically to their individual tasks and, although shortcomings in their literacy skills are affecting the standard of written work, they try hard to express their ideas.
175. The teaching, in both key stages is good and in some lessons it is very good. A particular strength is the strong emphasis the teachers place on relating the lessons to the pupils' own knowledge and experiences and then making comparisons between the major world religions. The most effective teaching occurs when the teachers have a good knowledge and understanding of the subject and present the lessons in an interesting manner, often with meaningful displays and resources to support the learning. These lessons are well planned and stimulating so the pupils are well motivated and good learning takes place. In some lessons the management of pupils is weaker and there is a lack of challenge, so a minority lose concentration and become bored and disruptive. There is an over-reliance on worksheets, which means opportunities to develop pupils' literacy skills are missed. This also makes it difficult for pupils to look back over their work in order to reinforce their learning or monitor their own progress.
176. The religious education curriculum is broad and balanced. It is mainly delivered through the two main themes of, 'special places' and 'special people', which are planned to comply with the Locally Agreed syllabus. The leadership and management are satisfactory, but there is insufficient monitoring of the teaching and learning throughout the school. Teachers make formative assessments of pupils' work throughout the year, based on national guidance.
177. Book resources are adequate and there are artefacts from the major world religions to enhance the delivery of the curriculum but the lack of a library limits the pupils' opportunities for independent study and research.