

# INSPECTION REPORT

## **NEWHALL PARK PRIMARY SCHOOL**

Bierley, Bradford

LEA area: Bradford

Unique reference number: 132185

Headteacher: Mr J Flockton

Reporting inspector: Mrs L Clark  
25431

Dates of inspection: 4 – 6 June 2003

Inspection number: 248927

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Newhall Road Bierley Bradford
Postcode:	BD4 6AF
Telephone number:	01274 778577
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Arthurs
Date of previous inspection:	This is the school's first inspection

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
25431	Mrs L Clark Registered inspector	English Music	What sort of school is it? The school's results and achievements How well is the school led and managed? What should the school do to improve further?
19393	Mrs M Howel Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
21045	Mrs S Walker Team inspector	Geography	How good are the curricular and other opportunities offered to pupils?
25376	Mrs L Alvy Team inspector	Science Art and design	Pupils' attitudes, values and personal development
19041	Mr R Linstead Team Inspector	Mathematics Religious education Educational inclusion English as an additional language	
32717	Mrs L Scribbins Team inspector	Design and technology History Physical education	
22058	Mrs C Richardson Team inspector	Information and communication technology Provision for children in the foundation stage. Special educational needs	How well are the pupils taught?

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

## **INFORMATION ABOUT THE SCHOOL**

Newhall Park Primary School is larger than average with a current roll of 319 boys and girls between the ages of three and 11. Numbers of pupils fluctuate from week to week. Approximately a third of pupils enters or leaves the school at times other than the usual; this is an extremely high proportion. Currently, 70 children attend the nursery part-time. The school serves an area of severe social and economic deprivation, south-west of the city centre of Bradford. Most pupils come from the immediate area. About 38 per cent of pupils are known to be eligible for free school meals, a large proportion compared with other schools. Most pupils are of white European heritage. A very small number of pupils are learning English as an additional language. About a quarter of pupils have special educational needs; this is above average. The needs include moderate learning and speech difficulties, emotional and behavioural problems, physical disability and autism. Five pupils have statements of special educational need, a proportion which is above average. In addition, one in three pupils experiences some disruption to their learning. The school has established a Pupil Support Project to support pupils who are seen as being vulnerable and offers a counselling service for pupils in Years 5 and 6. A third of pupils attend the school's breakfast club each day. The school is a member of the local Education Action Zone. Children's attainment on entry to the school is well below average with significant weaknesses in language and communication skills.

The school opened in September 2000 following re-organisation in Bradford of its education system. Pupils and teaching staff came from nine different first and middle schools which had also been closed down. Older pupils have attended several schools before this one. A third of the school's staff came from middle schools and some additional staff were also allocated to the school. The school is currently reducing its teaching and support staff for the second time since opening because it has not met its maximum target of pupils, set in September 2000 before the area began to be redeveloped. At the time of the inspection, one teacher had been in post for six weeks on a temporary contract covering a maternity leave. The school has been awarded Pathfinder status for extended school provision and also Investors in People. Recently it received an Achievement Award in May 2003 for its much improved results at the end of Year 6.

## **HOW GOOD THE SCHOOL IS**

This is an effective school. As a result of outstanding leadership by the headteacher and deputy, standards, although below average nationally, are improving rapidly and are much better than those in similar schools. The quality of teaching is good overall with significant strengths in Years 2 and 6. The school gives good value for money.

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

- The quality of leadership and management by the headteacher and deputy;
- Teaching and learning, particularly in Years 2 and 6;
- The curriculum, particularly the provision for pupils' personal development;
- Provision for special educational needs;
- The Pupil Support Project;
- Provision for extra-curricular activity;
- Fosters very good attitudes to school.

### **What could be improved**

- Standards in English and mathematics;
- Assessment in all subjects;
- The quality of teaching, the curriculum and development of children's language skills in the reception class;

- The role of the subject co-ordinator in subjects other than English and mathematics

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a new school and has not been inspected before.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	n/a	E	E	B
Mathematics	n/a	E	E	B
Science	n/a	E	C	A

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

Standards in the current Year 6 are broadly similar to those attained in the national tests in 2002 in that they are well below average in both English and mathematics and close to, though just below, those expected nationally in science. Standards are rising at a good rate. For example, in reading they have improved markedly to below rather than well below average and this is beginning to have an effect on pupils' overall attainment. Pupils now achieve well following a period of satisfactory achievement as staff new to teaching in primary schools learnt how to teach the national strategies for literacy and numeracy effectively. Thirty-four per cent of pupils in Year 6 have special educational needs; all others attain at least nationally expected standards. By the end of Year 2, standards are below average in reading, well below average in writing and close to expected standards in mathematics. This too is an improvement on last years' results in the national tests when standards were well below average in English and mathematics. Standards in science by the end of Year 2 are below average. The school met its ambitious targets in 2002 and is likely to do so again in 2003.

Standards in speaking and communication are well below average and reflect the low levels when pupils joined the school. While much is being done to address this, and with considerable success, poor language skills remain a barrier to learning for some older pupils and for pupils in Year 1.

Standards are at the expected level in all other subjects apart from design and technology and physical education where they are above those expected by the end of Year 6. This reflects the emphasis the school places on teaching creative subjects and the effectiveness of specialist teaching in these subjects. Standards in singing and aspects of ICT are also above the level expected by the end of Year 6.

The children achieve well in the nursery and standards are pushed up from well below to below average overall. Progress slows, however, in the reception class and although satisfactory now, because of recent changes in the way children are taught, standards nonetheless remain below average in all areas of learning at the end of the reception year because the teaching does not provide sufficient learning through play.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Very good; pupils are keen to please their teachers and are conscientious about homework. They enjoy coming to school: their enthusiasm for school life means they learn effectively.
Behaviour, in and out of classrooms	Good. Pupils behave well because they know the difference between right and wrong and accept the high standards expected of them. They are polite and friendly to adults and to each other. The number of exclusions has dropped dramatically.
Personal development and relationships	Good; the clear rules and routines, the very good support from the Pupils' Support Unit and very good relationships between adults and pupils make a significant contribution to pupils' progress.
Attendance	Satisfactory; attendance has improved considerably as a result of the determined action taken by the school. There are a few pupils who regularly arrive late to school and this can cause disruption to learning.

## TEACHING AND LEARNING

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

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

The overall quality of the teaching is good. Pupils learn at a satisfactory rate in the reception class and in Years 1, 3 and 4. Pupils make appreciable progress in Years 2 and 6 in response to teaching of very good quality: here the quality of teaching of English (including literacy), mathematics (including numeracy) and science is very good. Overall, teaching in these subjects is good with particular strengths in the teaching by co-ordinators and specialist teachers. The quality of teaching in Year 5 is good. Teaching in the nursery has some good features which are not always evident in the reception class. All pupils benefit from the teaching including those with special educational needs and those who are learning English as an additional language. Pupils' learning is now good, following a period of steady acquisition of skills and knowledge as teachers became more familiar with teaching the national strategies for literacy and numeracy and the full primary curriculum. The impact of the good teaching has yet to be fully realised in the standards pupils achieved.

The quality of teaching is very good in design and technology and good in history, ICT, music and physical education. It is satisfactory in art and design, geography and religious education. Not enough was seen to form a judgement of the teaching in art in Years 1 and 2. Strengths in the teaching include: thorough planning; lessons that are fun; teachers' expectations that pupils will work hard; very good relationships between adults and pupils; good management of pupils' behaviour; and good use of homework. Sometimes pupils are expected to sit and listen for too long in lessons and then they lose concentration and become restless. In some mixed age classes the teaching does not take the different ages and abilities of pupils sufficiently into account.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; it meets statutory requirements and gives due importance to literacy and numeracy. A key strength is the provision for personal, social, health and citizenship education which prepares pupils very well for life outside school. The very good range of extra-curricular activities appeals to the pupils and broadens what is taught in school.
Provision for pupils with	Very good; relevant for pupils with a very wide range of special



special educational needs	educational needs.
Provision for pupils with English as an additional language	Very good provision ensures pupils make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; provision for moral development is very good and has a significant impact on pupils' behaviour and their capacity to learn. Provision for other aspects is good and these underpin the curriculum to enrich pupils' learning.
How well the school cares for its pupils	Very well; the school has a calm and friendly atmosphere and the pupils know they can turn to their teachers for help. There are very good opportunities for pupils to receive extra help, both for academic and personal concerns.
How well the school works in partnership with parents	Well; the school is already regarded as a valuable part of the local community and parents are keen to attend courses at the school and to help their children to learn. Parents would benefit from more information about their children's work through more detailed reports.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the leadership and management by the headteacher and deputy are excellent and as a result the school runs efficiently and harmoniously. The school's aims are clearly reflected in its work. The role of the subject co-ordinator in some subjects is underdeveloped.
How well the governors fulfil their responsibilities	Well; the well-informed and enthusiastic governing body fulfils its statutory responsibilities well, and shows good awareness of the school's strengths and areas for development.
The school's evaluation of its performance	Good; teaching and learning are monitored well in English, mathematics and science, leading to rapidly improving standards. The monitoring of teaching and learning in some other subjects is underdeveloped.
The strategic use of resources	Very good; financial management is very good and the school uses new technology very well to run the school efficiently. The governors, headteacher and deputy consider expenditure very carefully in terms of how it will improve pupils' standards and make extremely good use of additional funding to extend the school's provision for learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Good teaching</li> <li>• Good leadership and management</li> <li>• Their children are expected to work hard and to do their best</li> <li>• Their children are helped to become more mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework</li> <li>• The behaviour of a minority</li> </ul>

The inspection team's findings support the parents' positive views. The inspection found, however, that the amount of homework set is appropriate and is used effectively to help pupils to learn and that the behaviour of the pupils in the school is good.

## **PART B: COMMENTARY**

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

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

1 Standards at the end of Year 6 are well below average in English and mathematics. They are close to nationally expected standards in science. They are similar to results attained in the 2002 national tests and thus compare favourably with schools which have a similar proportion of pupils known to be eligible for free school meals. These standards whilst not dissimilar to the previous year's results nonetheless show signs of improvement indicating that the school's ambitious targets for three years hence are likely to be realised. Standards are well below average in writing, below average in reading and in science and average in mathematics by the end of Year 2. Overall these results are an improvement on last year's test results for seven-year-olds.

Strengths and improved standards:

- Reading – higher attainers now exceed expected levels
- Standards in mathematics by the end of Year 2
- Science – increased learning through investigation
- Progress for pupils with special educational needs
- Standards in design and technology and aspects of music and ICT
- Standards in line with national expectations in all other subjects.

Areas for improvement:

- Writing
- Speaking and listening – using discussion productively in all lessons so that pupils learn to use a wide range of vocabulary
- Using and applying mathematics to solve problems
- Using assessment to check and track pupils' progress.

2 There are several reasons for standards being as they are and for optimism about improvements in the near future. When the school opened in September 2000, about a third of teachers had no experience of teaching numeracy and literacy for they had been specialist teachers in middle schools. As teachers' confidence and expertise have increased, the quality of teaching has improved and pupils are now achieving well. There are particular strengths in the very good teaching in Years 2 and 6 which are driving up standards. At the same time, however, there are still many basic areas to cover and this has an impact on standards overall. Pupils' current levels of skill in reading and writing undoubtedly have an adverse impact on their ability to solve problems in mathematics, for example, or to express their scientific knowledge and understanding. In the spring term 2003, radical changes were made to teaching and learning in the reception year as the leadership and management recognised that the children were being taught too formally too soon and this was slowing their progress in Years 1 and 2. Pupils in Year 6, who joined the school in Year 4 when it opened, came from many different schools and there were incomplete records of their previous attainment including their results in the national tests for seven-year-olds. As in Year 2, the teaching at the top end of the school has to teach basic skills as well as pushing higher attainers to exceed nationally expected standards. Other factors, such as the large proportion of pupils with special educational needs in the current Year 6 and the high level of pupil mobility throughout the school also play a significant part in the overall standards pupils attain.

3 The measures the school has put in place are having a profound impact on standards. Pupils in Years 3 – 6 are taught in ability groups for literacy and numeracy. In order to keep the groups small, the headteacher and deputy also teach, thus ensuring a very strong team of teachers for most groups. Subjects such as art, music, ICT and physical education are currently taught by specialists, to make the best use of teachers' skills: as a result, pupils attain nationally expected standards in these by the end of Years 2 and 6. Capacity for improvement therefore is very good. In English, the notable improvement is in reading. The improvement in standards is the result of

making learning to read well a priority. Reading is given additional time, extra help is given to specific groups of pupils to boost their attainment, and the use of the library and quiet reading time play a prominent part in the school day. Measures introduced within literacy lessons to improve pupils' skills in speaking and listening are beginning to be effective though it is too soon for there to be a significant impact on standards overall. The school has writing as its main priority for development, particularly that of boys who by the end of Year 2 perform less well than girls. In mathematics, reduced class sizes and rectifying weaknesses in the curriculum have raised standards by the end of Year 2. In science, standards are improving because of the increased focus on practical and investigative work and because of exemplary teaching in Years 5 and 6. A significant factor which underpins the work done in school is the way the Pupil Support Project is used to nurture pupils with specific learning or other difficulties so they can access the full curriculum. Homework is used well to consolidate what pupils have learnt in school and the provision of homework clubs means that all pupils have the opportunity to have quiet time in school in which to work whether at lunchtime or after school. This inclusive approach permeates the work of the school and pupils make demonstrable progress.

4 Pupils who have special educational needs make good progress towards the targets on their individual education plans, and in the development of self-esteem and confidence, because of the good teaching they receive and the suitability of their targets. Teachers make good use of assessment information for target setting on individual education plans and for the formation of groups. Pupils who need additional support are identified at a very early stage.

5 Pupils' achievement is good overall: it is better in some year groups than in others. Achievement is good in the nursery where children have many opportunities to learn through play and through finding out for themselves. It is satisfactory now in the reception class though there is insufficient concentration on small groups of pupils to develop their use of language for thinking. This has an impact on achievement in Year 1 which is also satisfactory. In Year 2, pupils' learning takes off in response to extremely good teaching: they achieve very well. A similar pattern can be seen in Years 3 – 6 where pupils achieve best in Years 5 and 6 in response to very good teaching and in literacy and numeracy lessons where they are taught by specialists such as the co-ordinators, the headteacher and deputy.

6 Standards are above average in design and technology and physical education by the end of Year 6 and in aspects of music. Standards are at expected levels in all other subjects. This reflects the good breadth and balance of the curriculum and the thoughtful organisation of lessons so that these subjects receive a generous amount of time in which much can be achieved. The teaching in these subjects is usually good. Drama is used well in history, for example, to help pupils whose skills in writing let them down to nonetheless achieve well. In several subjects, pupils are encouraged to work in groups and to present their findings using an overhead projector – this contributes well to pupils' skills in presenting their ideas in design and technology, for example, contributing to the above average standards they achieve. In physical education, the teaching involves a variety of individual, paired, and group activities to keep all pupils actively involved and so they learn well and make good progress. The very good accommodation and resources for learning benefit this subject as they do music. For example, recording equipment is used well to help pupils present their work and to record their compositions.

7 At the present time, the standards achieved at the end of the reception year – overall below average part from language and communication skills which are well below expected levels – do not correlate with standards achieved elsewhere. This is because of the newness of the school, changes in staffing and a high number of pupils entering or leaving school at times other than the usual.

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

8 Pupils' very good attitudes to learning, their very good relationships and good behaviour are significant strengths of the school. Parents confirmed that their children enjoy coming to school and the majority of parents are willing partners with the staff in helping their children to create a harmonious and friendly community.

9 In lively discussions younger pupils confirmed that 'everybody enjoys school' while the

oldest pupils spoke with sadness about missing their friends and teachers when they leave in a few weeks time. The most important thing they felt was that despite having to work hard school was fun and the 'teachers take care of us'. Nobody was frightened to ask for help either in lessons or at other times in the school day. Indeed they were sure that the opportunities provided by the school to talk about problems, particularly for those pupils who found self-discipline difficult, helped pupils to join in better. These candid and spontaneous comments reflect clearly the very good relationships and respect for others so carefully nurtured by the teachers, teaching assistant and all the adults who help in the school. Exclusions have been used appropriately, to demonstrate the school's high expectation of good sociable behaviour. The number has decreased, however, dramatically, as the pupils have responded so well to the school's set of values.

10 Children in the nursery thoroughly enjoy coming to school and become quickly absorbed in their activities. The level of enthusiasm in the reception class is more muted. When the tasks are interesting and appropriate the children apply themselves well. When the activities are too formal and too many children sit for too long without talking part then they become restless and unenthusiastic about learning,

11 Pupils of all abilities, those with special educational needs and those whose English language acquisition is at an early stage, concentrate well in lessons and persevere with their work because they are helped very well by teaching assistants. They are included well and teachers make sure that they take part in any discussions and celebrate their efforts alongside other members of the class. In a Year 5 literacy lesson, for example, the teaching assistant provided thought provoking and challenging assistance for four pupils who needed help with language. Similarly in a Year 3 numeracy lesson, very sensitive support and great effort on the part of the teacher gave the least able pupils the confidence to persevere with trying to explain how they had arrived at an answer when calculating the addition of two digit numbers.

12 Behaviour in the classroom and around the school is good. Parents are confident that the teachers and teaching assistants work with the children to achieve a good standard of behaviour. In lessons, pupils behave well because relationships are very good and they enjoy their work. Most have a good understanding of what is expected of them and appreciate that the rules and routines are there to protect them. In discussion with both Year 2 and Year 6 pupils it became clear that they understood the importance of behaving well. They respect the staff and want to co-operate with them. Younger pupils were emphatic 'If we don't listen we won't learn' while older pupils saw the wisdom of behaving well and being 'disciplined' so they could get a job. At times during a whole school assembly, behaviour was exemplary as pupils collected awards that celebrated personal achievements such as 'always being polite' and an 'excellent week in a new school'. Lunchtimes and playtimes are pleasant occasions pupils behave sensibly and are happy, busy, polite and friendly. No examples of bullying or misbehaviour were noted.

13 Pupils' personal development is good. Adults provide excellent role models and help the pupils to understand the importance of trust and care for others. Younger pupils explained seriously that swearing and fighting were wrong, that working hard was important and how they all had a part to play in helping to make the school a good place to be in. They were at great pains to explain how Year 2 pupils had lots of ideas for their representative to take to the school council meeting on how to make the school better. Older pupils were quick to explain how they helped around the school. Some looked after the youngest children both at playtime and lunchtime, others set up the computers for example or were involved in other jobs around the school. Both the younger and older pupils took it for granted that everyone would be expected to take their part however small in the smooth running of the school. Examples such as these clearly explain the positive contribution that the school is making to the moral and social development of its pupils. This provides a very good foundation for building strong relationships and friendships now and in preparation for taking a positive role in society.

14 The attendance levels are broadly in line with the national average. There has been a steady improvement in attendance since the school was opened, and the unauthorised absences

are also now broadly in line with the national average. There are a few pupils who regularly arrive late to school, and this can cause disruption to their own learning and to the concentration of their fellow pupils. Lessons start and finish very promptly. Registration is carried out quickly and meets all statutory requirements.

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

15 The quality of teaching is good. Most lessons are at least good and a quarter is very good or excellent. One lesson in six is satisfactory. There is a very small element of unsatisfactory teaching; there are unsatisfactory elements within some otherwise satisfactory lessons. The best teaching is in Years 2, 5 and 6 and there is some very good teaching by specialist teachers in English, mathematics, music, ICT and art. The good teaching has not yet made a strong impact on standards at the end of Year 6 because:

- There is a high percentage of children with special educational needs in most classes
- There is still considerable movement of children into and out of the school
- Teachers from middle schools have not previously had experience of teaching the literacy and numeracy strategies and the primary curriculum.

16 Teachers and teaching assistants take good account of the clear, achievable targets set for pupils with special educational needs in their planning. Targets, which are clear and achievable, are reviewed regularly because of the very good systems established by the co-ordinator. Pupils are grouped according to their prior attainment and particular needs in literacy and numeracy. This ensures that tasks are matched well to pupils' abilities. Teaching assistants are fully informed about what is to be taught and successfully promote learning for small groups or individuals in lessons. Pupils with emotional and behavioural difficulties benefit from the specific programmes in the Pupil Support Project and from adult help in the classroom. This high quality assistance enables them to make more progress in lessons. Many pupils benefit from the wide range of 'booster and support groups' available in numeracy and literacy.

17 Teaching in the nursery is good. The planning provides opportunities for the different age groups in the classes and all staff share the supervision of the activities well to help children to learn. Teaching in reception is satisfactory overall but planning does not currently provide enough opportunities for the range of abilities in the class to be taught in smaller groups. An area for improvement is to provide a better balance between the number of independent and taught tasks to provide children with more opportunities to work in small groups, with an adult, on the development of language and thinking skills.

18 The quality of teaching and learning for infant and junior pupils is good. In many very good lessons teachers make strenuous efforts to improve pupils' knowledge and understanding, but, because of their low prior attainment, pupils' learning in the lesson is good rather than very good. Teaching is frequently very good in English, music, art and ICT when a specialist teacher takes lessons. Lessons are planned well and more able pupils are given a good level of challenge. Teachers are enthusiastic and make learning fun. There was some excellent teaching in English in Year 2 and also in physical education in Year 6 where pupils of all abilities were included well and enabled to make very good progress and learn new skills.

19 The strengths in teaching far outweigh the weaknesses. Much of the teaching is characterised by thoughtful planning for the range of pupils within the groups, high expectations and very good relationships, which ensure good management of pupils. Teachers use time well and plan together in advance with teaching assistants, who keep good records of their work. Work is usually appropriate to pupils' abilities. In teaching which is otherwise satisfactory, there are missed opportunities to develop pupils' language and thinking skills or the pace of the lesson slows down the more able pupils' progress. Where the quality of teaching is unsatisfactory, the objectives of the lesson are unclear, time is wasted and pupils lose concentration. Where the teaching is good, pupils are encouraged to think for themselves and learn through practical and enjoyable activities.

Homework is used well to support learning in school. In very good lessons, time is used particularly well because of the good organisation and preparation. In excellent lessons, there is confident knowledge of the subject and attention to detail. At all times teachers are aware of what the pupils should be learning so that they build systematically on their skills and understanding. There is enjoyable challenge and teachers draw the activities of the lesson together very well at the end of the lesson.

20 Teachers make good use of pupils' skills in literacy and ICT is used well to support learning in many subjects. In history, study of World War II in Year 3 and 4 was linked imaginatively to ICT when pupils visited the film and photography museum to impose their own photograph on original ones of events during the war. They also create their own music on the computer. ICT is being used more extensively as teachers acquire new resources and use of numeracy across the curriculum is developing. The good quality of teaching allows most pupils to attain national standards in subjects other than English, mathematics and science. Standards in these three subjects are improving as teachers improve their knowledge of the subjects and pupils are enabled to build effectively on the good opportunities for learning that they are given.

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

21 The school provides a curriculum for pupils aged five to 11 that is good overall. The school has rightly placed an emphasis on raising attainment in English and mathematics and to this end has committed a substantial proportion of the teaching time to these subjects, but other subjects are also given due prominence so that the curriculum is very broad, balanced and relevant to the needs of the pupils, while meeting statutory requirements well. The curriculum for children in the Foundation Stage is satisfactory in that it enables all children to make progress in all their areas of learning, but the balance between activities chosen by the children and activities planned and led by the staff is uneven. More daily, planned activities for small groups to develop specific skills in speaking, listening and use of language to develop their thinking skills are needed. Activities are changed regularly so that children are given a good variety over the year. These are linked well to themes of one of the subjects of the National Curriculum.

### **Strengths:**

- The curriculum is broad, balanced and relevant
- Curriculum planning is consistent
- Literacy and numeracy strategies are well embedded and used to promote all subjects
- The provision for personal, social, health and citizenship education is very good
- There is a very good range of extra-curricular activities
- The provision for pupils with special educational needs is very good.

### **Areas for improvement:**

- There are a few occasions when there is repetition of work
- Much work is based on worksheets.

22 One of the reasons why the pupils are achieving well is the careful organisation of the curriculum, which draws heavily on national guidance to ensure that pupils are taught all the elements of the National Curriculum and religious education. Because the curriculum is well planned and organised to ensure that pupils build on their previous learning as they grow older they make good progress and are enabled to achieve well. The teachers know exactly what they are expected to cover in each lesson and teachers in parallel classes undertake their planning jointly, which ensures a consistency between classes. It also ensures that pupils all receive the same opportunities for learning regardless of which class they are in. Just occasionally however, there are times when the same material is repeated for example when pupils in Year 5 undertake a traffic survey in much the same style as has already been tackled in Year 2. When such repetition occurs it slows down the rate of progress of the pupils.

23 The curriculum is still at a comparatively early stage of development. As a result of a recent review and in the light of the school's concern to raise standards, additional time has been allocated to reading and this is already making a direct contribution to the rising trend in standards. A further refinement, which is working well, has been the organisation of pupils into groups of similar attainment in English and mathematics as a further attempt to raise attainment. Early indications from school data suggest that this development is helping pupils to achieve more. Most of the planning of the curriculum is based on published schemes. There is a heavy reliance on worksheets however, as a means of recording pupils' work. Although such sheets often provide interesting activities they cannot take the place of challenging practical tasks that enable pupils to learn from first hand experience. The school is aware of the challenge to reduce the number of worksheets in use across the curriculum.

24 The curricula for literacy and numeracy are now well embedded in the school routines and are helping to raise standards in English and mathematics. Throughout the school, literacy is used well in other subjects, so the pupils are able to use their skills in reading and writing skills in a range of contexts. There is less evidence of links being made in other subjects however. Planning sometimes makes cohesive links between subjects, for example when pupils learning about Ancient Egypt in history also study the art and geographical features of the present day country. But there is scope to develop this aspect of the curriculum further, so that pupils learn to make connections between subjects and to use their skills in other contexts, especially in mathematics.

25 There is a particular strength in the schools' provision for the personal, social, health, citizenship education of the pupils, which is very good. It is an important feature of the provision because it is preparing pupils for their life outside of school and for their adult life. Lessons are based on a published scheme, which is used consistently throughout the school and ensures that there is a clear sequence to learning as pupils pass through the school. Sex education and drug awareness are tackled in an open and matter-of-fact way and pupils respond with considerable maturity. The recently introduced school council has got off to a promising start in developing citizenship.

26 A very good feature of the curriculum is the provision for extra-curricular activities and the additional, enriching features, which extend and develop what is taught in lessons. There is a wide range of worthwhile activities on offer that appeal to the varied interests of the pupils such as sport, music, ICT, and drama. An exceptional example is the film club, which has gained recognition for the quality of its work by winning two international awards. Clubs take place most evenings and lunchtimes and are very well attended. They are carefully co-ordinated and monitored. The school draws on the local community very well to provide further enrichment to the curriculum, for example through the support of police, representatives from local faith groups and the Healthy Living project in which sessions are led by visiting specialists from the local surgery.

27 Provision for special educational needs is very good because of its relevance for pupils with a very wide range of educational needs and the high level of inclusion in lessons and the life of the school. The caring and supportive atmosphere in the school has a major impact upon the progress pupils make in lessons. There are appropriate and challenging activities for more able pupils in literacy and numeracy. The school has identified a small group of pupils with particular talents in ICT and there are additional arrangements to ensure that their needs are met successfully. The school makes highly effective arrangements to support the learning of the very small numbers of pupils for whom English is a second language.

28 The school gives high priority to making sure that all pupils have equal opportunities. Procedures to identify promptly and remove possible barriers to learning are very good. For example, the school's inclusion register has a very large number of reasons for keeping a special eye on pupils. These include illness, handicap, transfer, attendance, family problems, bereavement and public care, to name but a few. The deputy headteacher co-ordinates and monitors the working of these arrangements daily, rigorously and sensitively. Key staff also review pupils' needs termly, so that all staff have updated information and the deputy head teacher, pupil support worker,

parental involvement officer and learning mentors work together flexibly and to best effect. A newly appointed governor observed that the school was “a place [for pupils] to talk and ask questions”. The very good relationships and openness of the school community bring possible problems to light early, and prompt responses often nip them in the bud.

29 However variations in the quality of learning and the curriculum limit some pupils' opportunities. For example, the quality of teaching ranges from outstanding to unsatisfactory. Learning opportunities can therefore depend too much on which class a pupil is in. Big variations in class sizes also impact on the quality of learning. Similarly Year 2 pupils in the mixed Year 1 and 2 class do not have the opportunity to tackle more demanding Year 3 work if they are ready for it, whereas in the Year 2 class they do.

30 The school's overall provision for pupils' personal development is good. The school supports pupils' moral development very well. The promotion of their spiritual, social and cultural development is good.

31 Daily assemblies which include singing, prayer, reflection and acknowledgement of God, strengthen pupils' spiritual and moral growth within the Christian tradition. The school reflects the multi-faith character of the Bradford community. Pupils have satisfactory opportunities to develop understanding of important human values and beliefs through their study of the great world faiths in their religious education and in PSHCE and history lessons. They readily link such learning to their immediate experience. For example, Year 6 pupils felt that their lessons helped them understand people of different ethnicity, culture and belief.

32 In lessons, conversations and assemblies, teachers make very clear the difference between right and wrong and the need to consider others. The school teaches them that there are fine principles on which to base their choices in conduct and relationships, and that choices have consequences. Simple school rules and the systems of sanctions and rewards are clearly and consistently displayed, used and understood. There are high expectations of good behaviour, co-operation and helpfulness in nearly all lessons. Teachers' very good relationships with other adults and pupils make them very good role models. The weekly celebration assembly strengthens pupils' self-esteem and their appreciation of the good qualities of all members of the school. There are a satisfactory number of opportunities for pupils to take on responsibility or use their initiative for the benefit of others. Pupils' social skills and awareness grow through daily experience in lessons of learning, helping and sharing in small groups. They also have opportunities to raise money for charities. The much reduced number of exclusions, improved behaviour and significantly better attendance and punctuality reflect the success of moral and social provision.

33 English, mathematics, art, design and music work increase appropriately pupils' knowledge of their own and other cultures. For example, Year 6 pupils investigated with great interest the number patterns based on 9 at the heart of Islamic decorative design. Teachers have also taken significant and very effective initiatives to strengthen pupils' awareness of the multi-ethnic character of today's society. For example, the headteacher has established a growing working relationship with another local primary where most pupils are Muslim. Pupils from both schools have much enjoyed taking steps to set up the relationship, making new friends and learning from and about each other. Ethnic minority pupils from a Bradford secondary school spoke about their faiths to an interested audience of junior pupils. There are a good number of cultural activities after school including drama, choir, film, chess and recorder groups. Pupils hear local musicians from time to time and also visit local art galleries.

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

34 The school cares very well for its pupils. It has already developed its own calm and friendly atmosphere and the pupils know they can turn to their teachers for help. A number of projects provide very good opportunities for pupils to receive extra help, both for academic and personal



worries. The Pupil Support Project provides extra help within the classroom, and the focus group supports pupils who lack confidence and self-esteem. The school also has a counsellor who the pupils can talk to if they are experiencing particular problems.

- The school has very good policies relating to attendance, behaviour and anti-bullying
- There are also very good procedures to monitor and support the personal development of the pupils
- Fixed period exclusions have fallen very significantly during the current year.

35 The significant improvement in the attendance rates indicates the effectiveness of the attendance policy. The school operates a first day call system, whereby parents are telephoned on the first morning of absence, and parents are responding well to this. The breakfast club is very successful and this has been a major factor in improving attendance. The school also actively dissuades parents from taking holidays during term time.

36 There are good procedures relating to child protection matters and health and safety. The delegated person has received training and all staff are aware of the procedures. At present a public footpath runs through the school's grounds. The governors are trying to obtain permission to close this path but in the meantime, to ensure the pupils' safety, the school has erected fencing around the main playground area. The procedures for supporting the pupils' personal development are very good and ensure that all pupils receive the help they need.

37 The needs of pupils with a statement of special educational need are met well. The school complies fully with the Code of Practice and liaises very well with external agencies. Staff know pupils very well and are aware of pupils' targets and programmes. Relationships between pupils and staff are very good so that learning takes place in a purposeful and motivating atmosphere.

38 The school is beginning to make use of computer based tracking and recording programmes and is currently awaiting refinements to the program which it has commissioned. These will provide detailed analysis of each pupil's work and progress. However it will be a number of years before this system is fully operational and in the meantime the school lacks a whole school policy. The various systems currently being used are satisfactory, particularly relating to day-to-day assessment.

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

39 The parents are very supportive of the school and the education it provides for their children. Through the returned questionnaires and the attendance at the pre-inspection meeting, the parents say they think the school has good teachers who have high expectations of the pupils. There is good leadership and management in the school and their children are helped to become mature. There were some concerns raised about the amount of homework set and the behaviour of the pupils. The inspection team's findings support the parents' positive views. The inspection found, however, that the amount of homework set is appropriate and that the behaviour of the pupils in the school is good.

- The parents have positive and supportive views of the school
- The school is already regarded as a valuable part of the local community
- The strong parental support is resulting in much improved attendance rates
- Parents would benefit from more information about their children's work through more detailed reports and information about topics.

40 Although it is only three years since the school opened, the parents say that it is already very much a part of the local community. They enjoy the various clubs and courses that are available for them at the school, and say they feel very welcome and comfortable to talk to the teachers. The school provides good opportunities for parents to take an active part in their children's learning. The

effectiveness of the various strategies is seen in the significant improvement in the attendance rates, and the very good support for the Breakfast Club. Many parents and other adults from the local community regularly help in the school, in classrooms, clubs and on trips and outings.

41 The school provides satisfactory information for parents through regular newsletters and meetings. The security necessary in the school does not make it possible to offer a full 'open door' policy, but the teachers are available at the end of each day or with an appointment. The annual reports supplied to parents are very brief and contain little information about the areas covered or the targets set. At present the parents receive no details of the topics being studied each term, but the school plans to supply this information at the start of the next academic year. There are currently a small number of parents who attend a course provided at the school aimed at helping them to understand how their children are taught. They are also given ideas about how they can provide support at home for their children's learning.

42 Parents of pupils with special educational needs are kept fully informed and are offered regular opportunities to discuss individual education plans, targets and reviews with the school, which they appreciate. The school gave parents clear information about the changes to the Code of Practice and works hard to involve them in helping their child to make progress.

The support and co-operation the parents provide make a significant contribution to the learning and development of the pupils. The school has very quickly forged highly effective links with the parents and the local community, and this area is a strength of the school.

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

43 The school is very well led and managed. The combined leadership of the headteacher and deputy headteacher is excellent; that of subject co-ordinators is good overall with strengths in the leadership of special educational needs, English and mathematics in particular. The school is managed very efficiently and new technology is used well to minimise bureaucracy.

44 The leadership of the headteacher and deputy is outstanding and because of this a school, formed out of disparate elements has turned into an efficient, harmonious community with a distinct and shared purpose. Standards are rising rapidly, compare favourably with similar schools and staff, parents, pupils and governors alike have absolute confidence in the way the school is both led and managed. The school's aims reach beyond academic education to include the wider aspects of areas such as social, moral, health and personal education. The principal aim, to create a school which is a substantive part of the community offering education from 0 – 11 years and to their parents, seeks to challenge disaffection and include everyone. Its success, after less than three years, is recognised by the Extended School Status Award; the extent to which the leadership advises and is consulted by other Education Action Zones; and involvement from both local and national government which uphold the school as an example of how to deal with inclusion, including racial equality.

45 The two roles of leadership and management have been very carefully worked out. The headteacher has the ideas and the long-term view and the deputy headteacher masterminds systems to make the ideas work. The combination is visionary and effective. The key to their success is clear aims, communication, reviewing, monitoring and amending. Daily and weekly "briefing" sheets, in addition to weekly staff meeting, keep staff fully informed. Highly efficient, simple processes mean that no time is wasted: for example, three differently coloured sheets to indicate whether those signing into school are paid staff, visitors or volunteers make it very easy when applying for sponsorship from the Education Action Zone to prove the extent to which the school is used and by whom. Recognising the complexities of establishing a new school in an area undergoing regeneration with an unstable population because of the nature of the housing and socio-economic circumstances, the leadership's decision to make "Inclusion" their priority in order to achieve the main aim of "Succeeding Together", is successfully realised. The network of support

which underpins the school's academic work such as counselling and the Pupil Support Project are helping to raise standards as well as contribute positively to pupils' personal development. Financial management is very good. Impeccable processes in accruing, monitoring and tracking mean that pupils receive good educational value even though costs are high. An example of effective levying of funds is the free breakfasts offered to pupils: over a third now attend school from eight o'clock onwards thus improving the rate of attendance and punctuality. Similarly, funding for the Pupil Support Project is very well used so that pupils make very good progress.

46 One of the main tools used by management to assess the work of the school is through monitoring and evaluating its work, particularly the teaching and the learning of its pupils. This is closely linked to training and professional development. All staff and the head teacher have agreed realistic objectives and all relevant documentation is in place. As a result of this, all staff are focused upon ways in which they can improve their own performance so that pupils learn well and standards continue to improve. Most has been done by the headteacher and deputy who also teach alongside colleagues, working with those who are less experienced. They are excellent role-models and the improved results at the end of Year 6 testify to their effectiveness. Monitoring by subject co-ordinators is the next planned stage of development so that others, apart from literacy and numeracy co-ordinators, have a clear grasp of standards, teaching and learning in their subjects and thus play a fuller part in managing the school. The senior management team works well and recent improvements in the Foundation Stage for example, indicate its growing effectiveness.

47 As yet, there are no formal procedures for the induction of new staff. This is because the re-training of existing staff has been the priority, following re-organisation of first and middle schools in the local education authority. Staff training has instead, focused upon establishing a cohesive primary team, to promote good learning and high standards for primary school pupils. The school is actively involved in initial teacher training. The partnership is valued by the school as part of a two way process, in which new ideas and strategies are shared for the benefit of staff as well as students.

48 A very well informed and enthusiastic governing body fulfils its statutory responsibilities well. The wide range of skills, experience and expertise within the governing body enables governors to make informed decisions for the benefit of the school. Governors show good awareness of strengths and areas for development, and are involved with the head teacher and senior management team, in drawing up the school development plan, taking action to address priority issues, and monitoring progress. A well defined structure of committees and sub committees is active in considering and addressing issues which affect school performance; for example, gender, race, pupil discipline, staffing, finance, and most recently, staff redundancies. The chair of governors is particularly well informed and ensures that all governors are involved in decision-making to support school improvement, and in monitoring the work of the school, its progress, and the standards it achieves.

49 The special educational needs governor is fully involved in the life of the school and has a very clear view of the development and success of the provision. This ensures that governors are fully informed about special needs matters. The co-ordinator manages special educational needs very well and has established very good systems to ensure that the high standards of the provision are maintained. Additional funding for special educational needs is spent prudently and creatively. The school uses money from the general budget to supplement the costs of the provision. Money has been spent well on the training of teaching assistants and high quality resources.

50 The school benefits from a very good number of teaching and non-teaching staff who are well deployed. Accommodation is very good and the space available is used very well. There is an appropriate number of classrooms and additional teaching spaces which are used well for music, ICT, a pupil support room, and a library. Very attractive and informative displays help raise the standards of pupils' work by establishing high standards and celebrating success. Standards of cleanliness are consistently excellent throughout the school, reflecting the commitment of the site

manager and other premises staff. Outdoor facilities are very good with extensive playing fields available for outdoor games and activities, although the area for outdoor physical play adjacent to the reception class is underdeveloped. Resources for learning are very good in physical education, ICT, music and science, and are good in all other subjects, enabling teachers to provide a range of experiences to promote pupils' learning. Resources are well stored, easily accessible and used well to support pupils' learning.

51 The school has managed to provide stability for its pupils and a supportive environment in which they develop well both personally and academically. It has established a thriving community in which teaching has improved and now flourishes despite going through two separate processes of making staff redundant, the most recent just six weeks before the inspection. This sense of buoyancy and shared commitment to improvement are clearly attributable to the very strong leadership and management. The capacity to improve is very good.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52 In order to improve further, the headteacher, staff and governors should:

- (i) raise standards in English, particularly writing, and in mathematics;  
*(Paragraphs 1 - 3, 23 - 24, 70 - 71, 74 - 78, 80 - 81)*
- (ii) develop useful means of assessing pupils' attainment in all subjects so that they learn equally well in all classes;  
*(Paragraphs 38, 90, 97, 101, 107, 120, 125)*
- (iii) improve the quality of teaching and the curriculum in the reception class to ensure that children develop language skills they need for the next stage of education;  
*(Paragraphs 5, 17, 21, 59, 61, 63, 65, 67 - 69)*
- (iv) develop the role of the subject co-ordinator to include monitoring of teaching and learning so as to provide an overview of the subject.  
*(Paragraphs 46, 90, 97, 107, 120, 125)*

## **OTHER SPECIFIED FEATURES**

### **Pupil Support Project (PSP)**

53 The provision for the 24 pupils with emotional and behavioural needs who spend some time each week in the Pupil Support Project is very good because of the ways in which pupils' specific needs are met. There is a firm commitment from the head teacher, his deputy who manages the unit, and all staff, to make sure that the school strongly promotes inclusion for pupils with emotional and behavioural needs.

54 Attainment of most pupils who attend the unit is usually well below the national average because their behavioural difficulties have interfered with their learning. However, pupils make good progress towards the targets on their individual education plans and the success and confidence they gain enable them to participate better in other lessons. As a result their literacy and numeracy skills improve. Self-esteem and confidence develop well because of the suitability of the targets, the very specific assessments and carefully focused personal, social education programme used in the unit. Careful attention is given to the formation of 'focus groups' so that pupils from different classes and age groups learn to work positively with each other. Some pupils have additional support in lessons by the staff from the unit. Pupils, and their parents, report regularly on the progress they believe they are making. Their perceptions of improvements in themselves and their work are very positive. Pupils from their classes comment that they feel the unit is of benefit to the pupils who go there because they notice that the behaviour of these pupils in other lessons improves.

55 Skilled and experienced staff work extremely well together to provide high quality support for pupils in the unit. Work is planned purposefully for pupils to discuss for example, feelings and friendship. Skilful questioning develops their answers and thinking very well. The atmosphere is quiet and calm, but work is interesting and enables pupils to develop basic manipulative and literacy skills with no fear of failure. Liaison between class teachers and the unit is very good and there is high quality sharing of information. Sometimes pupils have difficulty in returning to the classroom after a lesson in the unit. They gain valuable support by coming back to the unit to talk through the difficulties with one of the staff.

56 Relationships between staff and pupils are very good because staff know the pupils very well. Assessments are carried out very thoroughly and information gained used well to formulate achievable, realistic targets. Record keeping is of a high standard. Parents are included well in the preparation of targets and reviews of progress. The school complies effectively with the Code of Practice and liaison with other agencies is sensitive and very productive. For example, there is valuable support from the education psychologist and advisory teacher for pupils with emotional and behavioural difficulties.

57 The management of the Support Unit is very good because the systems established ensure that the provision is well organised and continues to meet pupils' needs in a purposeful manner. The school has worked very hard to raise funding for the project and the money received is spent very effectively to provide high quality support for the pupils.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	22	20	16	1	0	0
Percentage	5	35	32	26	2	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	70	32.5
Number of full-time pupils known to be eligible for free school meals		88

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	4	62

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	16

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	52
Pupils who left the school other than at the usual time of leaving	44

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	24	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	18
	Girls	18	19	18
	Total	32	33	36
Percentage of pupils at NC level 2 or above	School	73 (87)	75 (97)	82 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	14
	Girls	16	20	18
	Total	30	37	32
Percentage of pupils at NC level 2 or above	School	68 (85)	84 (100)	73 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	20	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	21
	Girls	18	14	18
	Total	34	31	39
Percentage of pupils at NC level 4 or above	School	74 (62)	68 (50)	85 (81)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	15	19
	Girls	10	11	14
	Total	21	26	33
Percentage of pupils at NC level 4 or above	School	45 (48)	55 (63)	72 (71)
	National	73 (72)	74 (74)	82 (82)

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



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

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	310	37	0
White – Irish	2	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	5	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	14.4
Number of pupils per qualified teacher	21
Average class size	30

#### **Education teaching assistant: YR – Y6**

Total number of education teaching assistants	16
Total aggregate hours worked per week	455

#### **Qualified teachers and teaching assistants: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	19
Total number of education teaching assistants	2

### ***Financial information***

Financial year	2001-2002
	£
Total income	953,160
Total expenditure	976,076
Expenditure per pupil	3,169
Balance brought forward from previous year	39,451
Balance carried forward to next year	16,565

Total aggregate hours worked per week	65
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Number of pupils per FTE adult	12.1
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FTE means full-time equivalent.

### Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	0.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

### Results of the survey of parents and carers

#### Questionnaire return rate

Number of questionnaires sent out	319
Number of questionnaires returned	72

#### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	3	3	0
My child is making good progress in school.	64	29	6	0	1
Behaviour in the school is good.	51	36	4	6	3
My child gets the right amount of work to do at home.	51	34	11	1	1
The teaching is good.	72	26	0	1	0
I am kept well informed about how my child is getting on.	61	31	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	22	3	1	1
The school expects my child to work hard and achieve his or her best.	79	17	0	0	4
The school works closely with parents.	57	35	4	0	4
The school is well led and managed.	68	27	0	1	4
The school is helping my child become mature and responsible.	69	27	3	0	1
The school provides an interesting range of activities outside lessons.	63	20	6	0	11

## **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**

58 There are currently 71 children in the nursery, 11 of whom attend full-time. Some children have almost two years in the nursery because they enter the Monday after their third birthday. This means that children have different lengths of time at school to increase their speaking and listening skills. Standards are well below average when they start school in the nursery. Most children respond in single words, or with short phrases and have a poor understanding of language. They find it hard to sit and listen initially but achieve well during their time in the nursery because of the good teaching. Most children have improved attainment to below average when they move into reception.

59 In reception, a few are likely to attain the standards typical of children of their ages before they move into Year 1, but the majority make only satisfactory progress in the areas of learning because the curriculum is not well balanced and teaching is at best satisfactory. As a result, most achieve below average standards at the end of reception, with weaknesses in language and communication.

Strengths in the foundation stage are:

- Good teaching in nursery
- Relationships between adults and children
- Relationships with parents
- Good outdoor area for nursery
- Provision for children with special educational needs.

Areas for improvement are:

- In the Reception class, address the imbalance between activities chosen by children and activities planned and led by the teacher or nursery nurse. This includes daily planned activities for small groups to develop specific skills in speaking, listening and use of language to increase their knowledge and understanding of the world
- Insufficient outside play equipment for children in reception.

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

60 Children enjoy coming to school and soon settle into daily routines. They understand that everything has to be cleared up at the end of the session and try hard to be helpful. Children know there are clear expectations of behaviour. Adults talk to them, starting up conversations, helping them learn to share and take turns and follow instructions. The children work and play well together at most activities for example, with 'play people' and share brushes at the painting table. The quality of teaching is good and children achieve well.

61 In reception, children build positively on progress made in the nursery. The teaching is satisfactory. Their concentration and ability to answer questions improve. Children enjoy sitting in a circle and passing the doll around so that they take turns in speaking about holidays. They listen well to stories about Jesus and more able children make sensible observations. However, the

teacher tends to keep the children sitting all together on the carpet for too long a stretch at a time. As a result, in discussion times several become restless, especially when they do not understand some of the words the teacher uses. Large groups make it difficult for everyone to have a turn to contribute and so average and lower attainers tend to lose interest. Children use resources independently, as when they select the materials to make their 'Van Gogh sunflowers'. A few children still move swiftly from one activity to another without completing a task because they need an adult to stimulate their interest. Not as much talking to children to develop their vocabulary goes on as it does in the nursery. Their attainment is below expected levels by the end of the reception year.

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

62 Children's achievement is good overall. When they start in the nursery, most children have a very limited vocabulary. Early skills in literacy are taught well because the younger children work with one adult and the older ones with another. The teacher encourages the older group to think about what they want to say before they put up their hand. This helps them to structure simple sentences for their answer and use words which have been explained to them. Skilled questioning helps children to develop their answers and thinking. They know the initial sounds for several items shown by the teacher and look carefully at the pictures in the big book, pointing to the writing and joining in with repetitive words and rhymes. Children attempt to write their names and girls playing 'schools' have a clipboard and piece of paper on which they 'write' names and tick off who is here. The teaching is well organised and other adults are well deployed to encourage individual children to talk. There are interesting activities for children to choose and so develop their learning at their own pace.

63 Children make steady progress in recognising letters and sounds in reception. The quality of teaching is satisfactory. More able children read books fluently and all like to take reading books home. Children enjoy reading books in literacy time. They know how to make loud voices for Papa Bear, soft voices for Mama Bear and squeaky ones for Baby Bear as they read the story together. However, few children have opportunities to contribute individually. They do not have enough opportunities to talk and to ask questions. Opportunities therefore are missed to develop their vocabulary. For example, children have a poor understanding of the vocabulary used to describe the features and characteristics of birds and animals. This restricts their learning in science in Year 1 because they have not extended their thinking skills about why birds have feathers and animals fur. More able children are able to build up words and make up sentences to write in their books with the support of an adult. Two-thirds of children form most letters correctly and most find their name on a list to tick it off when they have had their milk and fruit. The activities that children have to choose for themselves, however, are not always very enticing. They attain below the level expected by the end of the reception year.

### **Mathematical development**

64 Children achieve well over time in the nursery. Children start to recognise numbers when they park their cycle or lawnmower correctly in the space that bears the same number as their vehicle. If they cannot match the number they walk along until they find an empty space and then check this with the teacher. Through number rhymes and songs they learn to count and the older group recognise which of two groups is more and which is less. Half of the group confidently pick a £1.00 coin out of a tray and take away cones from the display. Number activities and rhymes are matched well to weekly themes. More able children recognise numbers to 15 without help and all count to 20 on a number line. The good teaching ensures that activities are changed frequently to maximise children's concentration.

65 In reception, children make steady progress in counting. The quality of teaching is satisfactory. By the end of the reception year they attain below the level expected. Most write numbers to five with some errors and more able children write numbers to ten correctly. Children's

understanding of mathematical language is still limited but during the story of 'The Three Bears' they demonstrated increasing understanding of words such as 'over, under, inside and outside.' They enjoyed counting pairs of socks in twos up to 20 and higher attainers knew that these are even numbers. The size of the group, however, does not allow more able children to extend this activity and less able children to consolidate their basic learning of number. Children have few opportunities to sit with a group and an adult to answer questions such as 'How many?' and 'Are there the same number here?' They do not develop their reasoning skills sufficiently to prepare them well for numeracy in Year 1. Most children know the names of basic shapes and begin to draw and match them confidently, alongside an adult.

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

66 Children start in the nursery with well below average levels of knowledge and understanding. Staff work hard to stimulate their interest and curiosity but discussions are restricted by children's limited vocabulary. Younger children are not able to name several items taken out of a suitcase or to explain their purpose but the older group know most of them and identify summer and winter use. They make good progress in response to good teaching and begin to learn new words and to be interested in finding out more about their world. Children use the mouse on the computer successfully to draw pictures. Helped by adults, they change programs on the screen.

67 In reception children make steady progress but many still have a limited vocabulary with which to discuss their activities. They attain below the level expected by the end of the reception year. An area for improvement in the otherwise satisfactory teaching is to devise interesting activities and tasks to stimulate children to learn and to use new words. There are few occasions when the children have an activity with a very clear focus on selected vocabulary. Children need more opportunities to ask questions of an adult and know that they are expected to answer questions in return. They pack suitcases for summer holidays, discussing their choice with adults, and 'write out' forms to book a holiday. They know the days of the week and complete the weather chart daily with adult guidance. They sort out waterproof and non-waterproof materials. Children improve their mouse control on the computer and match shapes, clicking and dragging them across the screen independently or with adult help. Their attainment is below average overall.

## **Physical development**

68 Most children are likely to attain close to the expected levels by the time they are five years old. In the nursery, the quality of teaching is good and ensures that the children make good use of the space outside, rolling and climbing over soft play apparatus. Consequently, they move around making good use of the space as they ride on cycles and in cars. They match actions to words well in songs and run, skip and jump around the playground with partners or in small groups. The provision in the reception class is less good because they have no outside apparatus or wheeled toys. This means that the outside curriculum is not used to complement what goes on inside and so children have less frequent opportunities to respond physically. The school is aware that this is an area for improvement. The teaching, which is satisfactory overall, is necessarily more formal. Children have weekly physical education lessons and photographs show their developing skills on a recent Sports Day. The limited outdoor facilities, though, do not seem to affect children's overall attainment. From entry into school children use play dough, glue sticks and tools confidently. This helps them to increase their dexterity with other tools and in reception most children use tools and scissors well when making models and designs.

## **Creative development**

69 Children make good progress in the nursery because of the wide range of opportunities to develop skills. Activities are interesting and inviting and the teaching is well organised. Nursery

children make delightful pictures of sunflowers with fingerprints. Their use of colour is very good. The teaching is imaginative and so children are keen to learn. Teaching is satisfactory in the reception class; it build on the good foundation provided in the nursery. Reception children learn to make sunflowers using a range of different media. They enjoy painting and using chalks or crayons. They add features on the faces they draw and this brings them to life. Children enjoy music and sing enthusiastically. They follow patterns on a card to produce loud and quiet or fast and slow tunes on instruments. Expectations of lower attainers' ability to concentrate though are too high. Children have many opportunities to play imaginatively. Adults stimulate conversations well in the make-believe ice-cream parlour or travel agents. The children therefore learn to organise themselves well in imaginative games. Most children are likely to be close to the expected levels by the time they are five years old.

## ENGLISH

70 Standards are well below average by the end of Years 2 and 6 in speaking and listening and in writing. Standards in reading show much improvement and are now below average. This shows that the school's measures to raise the standards of reading are beginning to work. This year, the school has incorporated speaking and listening into literacy lessons and other subjects. The impact of these measures has yet to have impact on pupils' overall attainment. The school has yet to tackle writing in as systematic a way. Pupils are now achieving well in response to good teaching and very good teaching in Years 2 and 6 and by the coordinator. Sensitive support of teaching assistants means that pupils with special educational needs and English as an additional language make similarly good progress as the others. Until this year, pupils' progress has been steady as those teachers new to teaching the full primary curriculum were training to teach the national strategy for literacy. The effect of the good teaching this year is seen in pupils' accelerated progress, though more remains to be done with regard to writing to enable higher attaining pupils to exceed national expectations. The school has identified that boys do not attain as highly as girls at the end of Year 2 and is taking suitable steps to remediate this.

Strengths in English are:

- Good leadership and management of the subject
- Good teaching- with particular strengths in Years 2 and 6 and in lessons taught by specialists
- Systematic approach to raising standards in reading
- Increased provision for speaking and listening
- Good use of the last ten minutes of literacy lessons to reinforce learning
- Good use of homework.

Areas for improvement are:

- Writing- particularly writing at length and in a range of styles for different purposes
- Speaking and listening- consistent approach needed in all classes.

71 By the end of Year 2, pupils' skills are well below average in speaking, and listening. They make considerable progress in Year 2 as they catch up on many early skills which they missed in reception and in Year 1. The quality of teaching is good overall – satisfactory in Year 1 and very good indeed in Year 2. In Year 1, the teaching clearly engages pupils' interest but they lose concentration and show signs of restlessness when they are required to sit and listen for too long a stretch at a time. Although they have opportunities to talk to a partner, they miss out on other times when their speech could be developed. In contrast, in Year 2 activities are very well timed to maximise pupils' relatively short concentration span. The class target in one lesson was "to listen" and timely reminders enabled pupils to achieve this. Punctilious correcting of English usage, linked to the language element of the lesson - for example, past tenses and plurals such as "runned" and "mouses"- means that pupils learn to correct themselves. An excellent feature was the targeting of boys' spoken responses to push on their learning. The use of 'talking partners' to discuss two favourite parts of a story as well as frequent invitations to pupils to ask questions helps them learn

to articulate their thoughts. With such teaching pupils achieve well.

72 By the end of Year 6, skills in speaking and listening are well below average reflecting the low level of skills on entry to school and the amount pupils have to catch up. They are now achieving well as a result of good teaching. The teaching is extremely imaginative and through drama and presentations, often using an overhead projector, pupils learn to speak with greater confidence. In a very good Year 5 lesson, a lower attaining group of pupils including those with special educational needs, presented a short advertisement they had invented. They were aware that they had to speak dramatically and to vary their tone of voice. The teachers are aware of the low level of linguistic skills and care is taken to tease out pupils' understanding of vocabulary and to provide them with opportunities to articulate their own ideas and opinions. Higher attainers are keen to answer questions but much prompting is needed to get average attainers to talk at length.

73 The school has put in many measures which are successfully raising the standard of reading. Pupils achieve well because they are well taught and they have opportunities to read throughout the day from quiet reading when they first arrive in school to lessons in the library when half a class is taught at a time. As a result, although standards are below average by the end of Years 2 and 6, higher attainers exceed expected levels and lower and average attainers are beginning to catch up. Additional time for reading is set aside outside the literacy hour and this is used well to give intensive help where it is needed. Pupils who need additional help are given this and groups in Year 1, 3, 4 and 5 are also targeted for further support. For example, a small group of pupils in Year 4 who had missed out on learning early reading skills have been targeted to improve their understanding of sounds in relation to the written word. The benefits are seen in pupils' improved skills and understanding.

74 By the end of Year 2, higher attainers begin to scan texts for information for they are taught how to do this and read expressively and confidently. Boys and girls discuss adventure stories with great animation. Average attainers read accurately and fluently but are reluctant to discuss what they have read. Lower attainers still use picture clues to help them read more difficult words. By the end of Year 6 there is still a wide gap between the higher attainers' skills in reading and the lower. This will take time to narrow as the older pupils still have much to catch up. Higher attainers read complex sentences with several clauses competently. They talk animatedly about books explaining the complexities of an Anglo Saxon tale, for example. Average attainers also read confidently and are enthusiastic readers. Lower attainers and those with special educational needs are still acquiring basic skills. Although the more able of this group of pupils can explain clearly what has happened in a story a number struggle to make sense of sentences and tend to read by recognising words rather than sounding them out. Throughout the school there is much enthusiasm for books. These are of good quality and enticingly displayed in the library, where displays of pupils' writing, such as books which pupils in Years 4 and 4 wrote together in pairs. An initiative to increase Year 5 pupils' understanding of what they read by giving them a 'guided reading book' is successfully raising standards. Pupils select how to write about each book they have read, sometimes commenting on the main character or listing words or phrases used to create and atmosphere, for example according to pupils' abilities. So far this system is not used in other year groups.

75 Standards in writing are well below average by the end of Years 2 and 6. Because teaching the national strategy for literacy is quite new for some staff, time has not yet been allocated to ensure that pupils have an adequate length of time in which to write each week. Much of the work in Year 2 involves teaching higher attaining pupils to write in sentences for example, and in Year 1, higher attainers are struggling to write captions under stories. Very good teaching in Year 2 helps pupils improve spelling and writing in sentences and using more interesting vocabulary. Few higher attainers exceed nationally expected levels by the end of Year 6. The teaching is very good in Year 6 and concentrates on preparing pupils to write interestingly, unaided. A great deal of work has been covered over the last year and higher and average attainers achieve well as they learn to write narrative and discursive essays, continuing to learn basic skills alongside more advanced. Much time is spent getting pupils to write down full answers to comprehensive questions. The co-ordinator has rightly identified that the next stage for development is to encourage pupils to use

more ambitious vocabulary and for pupils to write at length, organising their thoughts consistently in paragraphs.

76 In the best lessons, meticulous planning, challenging work and a real sense of fun make pupils enthusiastic. The teachers' cheerful liveliness is infectious and ensures complete attention. In this way pupils' appreciation of wordplay and idiomatic sayings enriches their vocabulary. Judicious use of whiteboards in Years 3-6 encourages pupils to jot down their thoughts. There is, however, a need for a more consistent approach to teaching writing throughout the school. Currently achievements in writing are not celebrated sufficiently well and often writing takes place as an exclusive activity rather than being an important tool which is used.

## **MATHEMATICS**

77 Standards in Year 6 are well below average, but are average in Year 2. Achievement over the past three years has been satisfactory overall, including the achievement of pupils for whom English is an additional language and those with special educational needs. The standards of the present Year 6 pupils were well below average when they joined the school at the beginning of Year 4, and their achievement has been satisfactory since. Although standards by the end of Year 6 remain well below average, pupils' books, files and test marks show steady progress during their three years at the school. This is because of teaching quality which was satisfactory overall during those years when teachers new to primary teaching were learning how to teach the national strategy for numeracy. The quality of teaching is now good but the educational experience of these pupils has had some shortcomings, hence the steady rather than good progress at this time. Achievement from the beginning of Year 1 to the end of Year 2 is now good. When the present Year 2 pupils left the reception class, their standards in mathematics were below average. They have done well to make up the lost ground in two years.

Strengths in mathematics are:

- The improved quality of teaching which is now good, particularly in Years 2 and 6
- Very effective use of specialist teachers
- The quality and interest of the curriculum
- The good standard of resourcing and classroom display which significantly improves learning and help pupils to remember
- Good leadership and management which have improved the curriculum, planning and standards by the end of Year 2
- Effective use of homework in all classes.

Areas for improvement are:

- Standards by the end of Year 6, which are not high enough
- Pupils' skills in applying mathematical knowledge to solving problems in numeracy lessons but also in other subjects
- Development of pupils' mathematical reasoning and imaginative skills through increased use of speech and discussion in lessons.

The co-ordinator has already identified the first three areas for improvement .

78 The big barrier to most pupils' progress in mathematics at Newhall Park is their poor speech and comprehension skills. Both improve because teachers establish good levels of concentration in nearly all lessons; however very limited language skills continue to delay pupils' progress in understanding and using new mathematical rules and ideas. For example, Year 2 teachers had to work very hard to get pupils up to the standard expected for seven-year-olds this year. A Year 2 pupil spotted balance in a number carousel and commented: "Whatever you've got in there's got to be in there, dunnit?" The problem increases in Years 3 - 6. Lower attaining Year 6 pupils find it very difficult to explain methods and what they have learned. The best teaching addresses this challenge. For example, Year 5 pupils put a big effort into thinking out and making up questions to



identify a mystery number. This was because the teacher had turned the opening of the lesson into a challenging competitive game between herself and the class who were determined not to lose.

79 In both Years 1 and 2 teachers cover all aspects of the national strategy systematically. However there is not enough progress in investigative work; for example in finding and explaining different ways of solving problems. Pupils in the Year 2 class make better progress than those in the combined Year 1 and 2 class. This is because of the good quality of teaching, but also because pupils in the Year 2 class have opportunities to attempt some Year 3 work. The good qualities in teaching at this stage are: very good management of learning; skilled questioning that ensures pupils of all abilities and backgrounds keep up with new learning; good knowledge of each pupil's understanding; and stimulating display. Pupils enjoy this combination and work busily to practise new learning.

80 In Years 3 and 4 good teaching begins to speed up progress, though poor speech remains a problem. Teachers match tasks well to different levels of ability. Higher attainers begin to use a range of approaches to problem solving and regular homework and tests secure new learning. In a very good Year 3 lesson, a low attaining group, all with special educational needs, learned to think mathematically for themselves. This was because of the teacher's enthusiasm, determination and very good knowledge of the topic. Knowing that poor language skills were a barrier he encouraged pupils to calculate mentally, explain methods to partners and increased the challenge of the work. A good lesson with a Year 4 group stimulated productive learning on shapes and symmetry through the teacher's enthusiasm, thorough planning, pace, clear explanations and effective one-to-one help.

81 There is high quality teaching for both lower and higher attaining pupils in Years 5 and 6. However this cannot fully compensate for gaps in pupils' prior learning and continuing difficulties in new learning caused by their slow language development. In a very good Year 6 lesson, the strengths in the teaching achieved substantial gains in pupils' understanding of the characteristics of number 9, and the play of number in pattern. A combination of exemplary planning, challenge, humour and praise stimulated enjoyment and industrious and creative learning.

82 Throughout the school, pupils present their work neatly. This care in setting out work improves accuracy in calculation. There is satisfactory use and development of mathematics in other subjects, for example in work on graphs, bar charts, printing shapes and patterns, investigations, weighing, analysis of census data, grid references and musical notation. The monitoring of teaching and learning relies too heavily on senior and advisory staff. A very conscientious co-ordinator of the subject does not have enough time to observe lessons. There is now much good practice in the school, but too few opportunities to share it. The school is now well placed to achieve the overdue improvement in standards by the end of Year 6.

## **SCIENCE**

83 Standards are just below those expected at the end of Year 6. While both pupils and teachers have worked very hard to achieve similar standards to last year, analysis of pupils' work and teachers' own assessments show this may not be enough to match the average levels achieved in 2002. For instance some pupils' difficulty in reading and writing extended explanations limits their ability to reach either the level expected (Level 4) or the higher level (Level 5) where describing precisely why something has happened is essential.

Strengths in science are:

- Recently adopted scheme of work that is closely linked to the nationally available units of work.
- Curriculum including use of investigation
- Teaching in Years 5 and 6 is very good –the deputy headteacher leads by example
- Assessment and marking in Year 6

- Very good attitudes to learning in Years 5 and 6.

Areas for improvement are:

- Standards
- Marking
- Assessment
- Role of the co-ordinator
- Use of ICT.

84 The attainment of seven-year-olds has improved this year but is still below the national average rather than the well below attainment shown in the national assessments in 2002. Standards have improved because of the increased focus on investigative work though low levels of knowledge and understanding affect progress.

85 Pupils of all levels of attainment, including pupils with special educational needs and English as an additional language achieve well because lessons are well planned and pupils are expected to try their best at all times. Homework is used well to consolidate, extend and develop pupils' learning. Opportunities to work individually, with a partner or in groups alongside an adult gives everyone a fair chance to succeed. The school consistently builds on and celebrates pupils' success, however small. Acknowledgement of a pupil's 'excellent, positive attitude to science' in a Celebration Assembly encourages interest and enthusiasm for a challenging subject. Pupils are well supported by teachers and teaching assistants who work efficiently together to help pupils and this increases their chances of extending their learning. For example the teacher's good introduction to a Year 6 lesson requiring pupils to design a burglar alarm was reinforced well by the teaching assistant. She encouraged and supported a small group of Year 6 pupils sensitively giving them the confidence to focus their thinking at the same time as developing their technical vocabulary. Science is an enjoyable and fun subject at Newhall Primary School and pupils try hard and want to do well. Both younger and older pupils talk about the investigations they have completed with enthusiasm and science features highly as a favourite subject even though they said they found the work hard.

86 Teaching is good overall with examples of very good teaching in Year 5 and Year 6. Teaching in Year 1 and 2 is good overall with strengths in the use of questions, good quality resources and relationships between teachers and pupils. Pupils achieve well from a low starting point. For example, despite the teacher's precise use of questions below average pupils in Year 1 thought that a bird's coat was made of leaves or fur. This has changed noticeably by Year 2 where below average pupils demonstrate sound attempts to use the correct scientific vocabulary in writing about growth for instance. Where there is a wide range of ability, this sometimes slows the pace so that higher attainers are not always challenged sufficiently. In contrast in a Year 2 lesson the teachers' skilled use of questions led both higher and average attaining pupils to a quick recall and grouping of the characteristics between plants and animals.

87 In the very good lessons teaching and learning are seamless because precisely planned and organised activities challenge pupils strongly. Clear instructions, explanations and interesting tasks increase understanding and encourage pupils to try their very best. In a Year 5 lesson for example, pupils enthusiastically set to work to produce their own keys to identify animals. A very good introduction to the learning objectives of the lesson had helped pupils to understand its purpose and practical examples of how to identify features and variations of animals enthused pupils to produce their own. In this lesson over half the pupils had special educational needs and adults supporting the group work knew precisely how to develop their knowledge, skills and understanding and progress was rapid as a result.

88 Supportive marking that challenges and helps pupils to extend their scientific knowledge, as in Year 6, gives pupils a clear picture of what they need to do to improve their own learning and performance. This is not yet consistent across the school however. Absence of suitable questions or constructive comments when marking work means missed opportunities to increase pupils'

skills in scientific enquiry through presenting evidence.

89 Recent additions to the range of teaching and learning experiences provided in science means planning provides a good balance of investigation, experimentation and knowledge, skills and understanding in each aspect of the science curriculum. The attention to developing investigative skills means pupils are systematically building up an understanding of how to communicate facts, ideas and opinions. This has clearly led to an improvement in standards. In Years 4 and 5 for instance the recent use of assessments at the end of units of work show higher and average attaining pupils are reaching the expected levels. Lower attaining pupils are only just beginning to link cause and effect in investigations however. Similarly higher attaining pupils in Year 2 record their results with improving accuracy while average and lower attainers still show immature recording skills. Higher attaining pupils in Year 2 explained confidently how an electrical circuit worked and how in an investigation they predicted the conditions needed for seeds to grow. Low levels of literacy skills for a significant number of pupils still mean a limited use of recording however.

90 Aply assisted by senior colleagues the recently appointed co-ordinator has a good picture of where her role in supporting the subject needs to be developed. A suitable action plan identifies science for a more rigorous whole school focus with for instance a consistent approach to assessment through out the school. Whilst literacy is used well in science, the use of numeracy and ICT has yet to be developed consistently across the school.

## **ART AND DESIGN**

91 Standards are average by the end of Year 2 and Year 6. Teaching is satisfactory overall and skills, knowledge and understanding are being taught in a systematic way. Pupils of all levels of ability make at least sound progress in developing their skills and broadening their experience of art and artists. However there is a wide range of ability and experience in art and design particularly where older pupils have come from a variety of other schools. Improvements needed in specific skills such as drawing and colour mixing have been clearly identified by the co-ordinator and where pupils benefit from very good teaching with a specialist teacher their progress is more rapid and they achieve well.

Strengths in art are:

- Attitudes to work and use of evaluation in Year 6
- Planning and use of sketchbooks
- Specialist teaching.

Areas for improvement are:

- Role of the co-ordinator
- Assessment
- Use of paint and drawing is variable for older pupils.

92 By the end of Year 2 higher attaining pupils are beginning to use their observational skills well and work shows increasing accuracy and control. Work is planned carefully by the co-ordinator for pupils in both Year 1 and Year 2. For instance to develop the skills of recording pupils looked closely at the details on buildings and arranged shapes and drew them in their sketchbooks to represent what they had seen. This results in Year 2 pupils recording first hand observations of buildings in charcoal with developing accuracy and attention to detail. Higher attaining pupils work showed particular care and perseverance in the production of the distinctive shapes in buildings they had seen. Average and lower attainers also persevered in drawing natural materials although lower attaining pupils particularly still experience problems with control of different media shown in the 'rubblings' they did around the school. In a mixed aged class Year 1 and Year 2 higher attaining pupils explored the use of paint and produced a good standard in their bold pictures of a face and head in the style of 'Picasso'.

93 Standards are improving and more pupils are increasing their skill in shading techniques or in figure drawing for instance. The use of sketchbooks gives pupils good opportunities to collect visual and other information and Year 6 pupils fill in special evaluation forms when reviewing and modifying their work. In one lesson, good teaching strategies in a class of Year 3 and Year 4 pupils encouraged them to look closely at the work of other artists before starting to think about designing a sculpture to enhance a specific site in the school grounds. The lesson had clarity and purpose, the pupils knew what they were doing and why. This meant they were engrossed from start to finish and were challenged to think creatively about how they would develop their theme. They were initially helped by the teacher's brisk but thorough introduction and so co-operated sensibly and eagerly producing some intriguing ideas for their designs. Just before the end of the lesson the pupils respectfully shared their ideas with each other. A group of pupils with special educational needs were included very well in this because they had been sensitively supported by the teaching assistant during the lesson. They were proud to explain their design and equally happy to listen to others. Three pupils designed a 'man snake' for example because they were interested in poetry. Another group made their sculpture representative of 'happiness' at the school. Similarly, a well-managed and organised introduction of a lesson in Year 6 found pupils of all abilities concentrating intensely because of the teacher's very good teaching. A very good selection of paintings by a range of artists and skilful teaching comparing their ideas and methods challenged the pupils to consider how this might inform their own work. They worked silently and intently during the lesson sketching their work carefully and thoughtfully and breaking away reluctantly as the bell sounded at the end of the session. Again the sensitive support of a teaching assistant meant pupils with special educational needs and English as an additional language made the same rapid progress as the others

94 The subject is well organised and a useful action plan identifies where improvements need to be made. Assessment has already been identified as a key area for development and the co-ordinator has produced and used an assessment sheet but this is not a consistent feature across the school. While there is satisfactory guidance for teachers there is still inconsistent practice as planning or teaching are not monitored nor is evidence kept of pupils' work to check standards. The subject makes a satisfactory contribution to literacy and numeracy. The use of ICT to aid learning is in the early stage of development. Art makes a good contribution to pupils' spiritual, social and cultural development.

## **DESIGN AND TECHNOLOGY**

95 Standards are in line with national expectations by the end of Year 2 and are above expectations by the end of Year 6. All pupils, including those with special educational needs, make good progress. This is because of very good teaching, thorough planning, and well-prepared practical activities, which motivate pupils and hold their interest throughout the lessons. Teachers, and teaching assistants, expect high standards of behaviour and pupils act responsibly, particularly when handling cutting tools and other expensive equipment, so that lessons are purposeful and used to best advantage. Teachers' written comments offer constructive suggestions for improvement, and are effective in developing pupils' learning.

Strengths in design and technology are:

- A well planned curriculum
- Some very good teaching.
- Good quality resources
- Good quality of pupils' finished designs and articles.

Areas for development are:

- Assessment is underdeveloped.

96 Pupils in Years 1 and 2 have developed and used a wide range of knowledge and skills to

produce good quality 'Coats for Teddy'. They have investigated methods to join fabric, and can design, draw, describe, decorate make and evaluate their finished products well. Pupils' work in other design projects, such as homes, and moving toys, reflect the teaching's high expectations and is reflected in pupils' good progress. The curriculum ensures that in Years 3 and 4 pupils use and apply skills of investigation, design, making and evaluation in a wide range of projects, such as mechanical creatures, using levers and pneumatic movement, and healthy food bars and sandwiches. Year 5 pupils were highly motivated to investigate different types of bread, and evaluate value for money, which they did well. Pupils can observe carefully, measure and record accurately, and through sensible discussion with other pupils and staff can draw relevant conclusions. More able pupils confidently present their findings to the rest of the class, using the overhead projector efficiently. Very good teaching in Year 6 skilfully extends pupils' previous good learning about vertical and horizontal rotation used in moving machines, shelters and electric circuits, enabling pupils to produce very good designs for moveable fairground rides using all of these features. Very good questioning challenged pupils to explain their ideas using correct terminology, and excellent motorized models, made by the teachers, were effectively used to enhance pupils' learning and sustain interest.

97 The coordinator, who has only recently taken on this role, leads the subject and supports teachers well. Guidance from national curriculum documentation ensures that planning is thorough, and that skills taught in other subjects are used appropriately in design and technology. For example, when evaluating bread, pupils were required to weigh each type accurately. Skills learned in English, such as writing a recipe for a healthy food bar, are used frequently in design and technology. Good resources are used well to further pupils learning. The current systems for assessing pupils' learning are not yet used consistently throughout the school in order to ensure continued good progress of pupils in design and technology. Currently there are no formal systems for monitoring teaching and learning in this subject, so that the coordinator can make informed decisions to improve performance in design technology. The school is aware of this, and is in the process of planning action to address this issue.

## **GEOGRAPHY**

98 Pupils attain standards that are at the level expected for their age by the end of Years 2 and 6. They make sound gains in knowledge, as they grow older, and acquire a suitable range of geographical skills. Presentation of pupils' work is generally of a good standard. The pupils are achieving well when consideration is taken of the low levels of knowledge and understanding of the world of many of the pupils when they start school. One of the reasons why pupils achieve well is the well-planned curriculum, which enables them to build on their skills and knowledge year on year in a logical sequence.

Strengths in geography:

- Pupils are achieving well
- The curriculum is well planned.
- There is some very good teaching.

Areas for improvement:

- There is an overuse of worksheets
- There is not enough practical work
- Assessment is underdeveloped.

99 The quality of teaching is satisfactory overall, although some teaching is very good in both key stages. In the very good lessons a key feature was the imaginative use of very well chosen resources, which stimulated the interest of the pupils and helped to maintain their concentration. In a very good lesson in Year 5 for example, pupils were preparing for their forthcoming visit to Whitby. By using well-chosen aerial maps, photographs and historical document pupils were able to build up a picture of the place they were going to visit. In this lesson well-planned tasks for groups of

pupils helped them to work co-operatively, discuss and share their ideas, with an adult to give additional help when it was needed. The pupils were treated as adults and responded with mature behaviour and thoughtful responses to the challenging questions that reinforced their learning and introduced new information. The lesson worked well because it drew upon several different skills of geographical enquiry so that by the end of the lesson pupils knew more about Whitby than they did at the beginning through researching information, recording their findings and presenting them to the rest of the class.

100 The curriculum has been well planned to take account of national guidance in the subject and generally this is working well in ensuring that learning builds on pupils' previous experiences. Just occasionally there are instances when the work is not appropriate, because it repeats activities undertaken earlier. In general, there is an over-use of printed worksheets, which limits to some extent the progress of the pupils, particularly when most pupils tackle the same sheet regardless of their levels of attainment. While such resources can provide challenging and interesting tasks for pupils they cannot take the place of first hand field experience and practical activities to bring learning alive. By contrast the provision for pupils with lower levels of attainment, including pupils with special educational needs, is generally good and most teachers help these pupils to learn by carefully modifying tasks so that the pupils can achieve success.

101 Since the school opened the subject has not been a school priority as attention has rightly been focused on raising attainment in literacy and numeracy, consequently systems for assessing the progress of pupils and identifying what they need to learn next have not yet been developed. A new system for assessment is being piloted in a few classes though it has yet to be extended through the rest of the school. When the system is properly established and implemented consistently it has the potential to provide useful information to teachers to assist them with planning.

## **HISTORY**

102 Standards of attainment in history for pupils by the end of Years 2 and 6 are in line with national expectations. Pupils, those for whom English is an additional language and those with special educational needs, achieve well, making good progress. This is because of good, and in some cases, excellent teaching, which ensures a wide variety of strategies are used to motivate and get the best out of pupils. National curriculum documentation guides the planning, which ensures a broad range of study.

Strengths in history are:

- Leadership and management
- Very good resources for learning
- Interesting teaching
- Use of other subjects to help pupils to learn well.

Areas for improvement:

- Assessment is underdeveloped.

103 Teachers make learning objectives clear at the beginning of lessons, and challenge pupils to evaluate their learning, enabling pupils of all abilities to learn well. High expectations of behaviour are evident, and pupils respond well, asking sensible questions and listening politely to others.

104 In Years 1 and 2, pupils know that history is about events and people from the past and they can relate their knowledge of the Great Fire of London with understanding. Pupils in Year 2 were able to explain why the fire spread so quickly and could compare fire engines past and present. Pupils in Year 1 know about famous people from the past, including Samuel Pepys and Florence Nightingale. They record their work in a variety of different ways, including lists, timelines, diagrams, maps and charts. More able pupils are able to write in simple sentences to describe events and make comparisons, while less able pupils use key words and drawings. Other

historical topics on the seaside, homes, and moving toys, are closely linked with work in geography and design and technology.

105 In Year 6, a wide range of activities is used to promote historical enquiry, often using ICT. Pupils achieve well, listening with interest to their teachers, carrying out activities suggested to them or finding out information for themselves independently. This is evident in the work done by pupils on The Olympic Games where more able pupils produce good quality, independently researched, detailed and well presented pamphlets, using a range of writing, whereas less able pupils are more reliant on adult support and the teacher questioning and prompting their response.

106 Excellent teaching in a Year 5 lesson on 'The Victorians' enabled pupils to consider the building of the railways in Victorian times from the points of view of local, nineteenth century workers. They came to understand the reasons 'for and against' the building of the railways through good questioning, clear explanations and the relevant use of old maps and photographs. Census data, poems and news reports motivated pupils well, enabling them to engage in role play, develop empathy and understand the situation in depth. In the debate which ensued, pupils were able to argue convincingly the case for and against the building of the railways in Bradford, from several different points of view, demonstrating very good learning.

107 Literacy, numeracy and ICT skills are well developed through this subject. For example, in Years 1 and 2, the pupils use 'time-lines' to broaden their concept of number; in Year 5, pupils develop speaking and listening skills through role play as nineteenth century workers and in Year 6, pupils extend mathematical knowledge about triangles using 'Pythagoras's theorem'. The subject coordinator has good subject knowledge and so can give guidance to staff and suggest ways of using the very good resources for learning. She has developed good links with a local history society in order to enhance history fieldwork, and 'bring history to life'. Procedures for assessment of pupils' progress in history are at an early stage of development, and need to be more thoroughly developed for use throughout the school, in order to ensure consistently good learning. The coordinator has monitored samples of pupils' work, and teachers' history plans, but not teaching so far. This means that inconsistencies are unchecked.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108 Pupils attain standards that are broadly in line with those expected nationally at the end of Year 2. Standards at the end of Year 6 are in line with national expectations, with a group of pupils attaining well above this. Pupils from Year 3 to Year 5 are likely to achieve above expected levels by the time they leave the school because:

- Resources are very good and are being extended systematically
- Specialist teaching in Year 3 to 6
- Development of a comprehensive assessment system for Year 3 to 6
- Pupils enjoy the subject
- All staff have received training and support the subject well, planning good links between for example, music, history and ICT.

Areas for development are:

- Assessment in Year 1 and 2 is still being developed
- More software, including the "speaking" software identified by the school to allow pupils who have difficulty with reading to make better progress in ICT.

109 Pupils in Year 1 and 2 understand how machines and devices that are used at home are controlled. When they report back as a group at the end of the lesson, they explain clearly how buttons and switches make items work. There is great excitement as pupils in Year 3 and 4 use a range of symbols to compose a piece of music. They enjoy using tools on the screen to change the speed of the music or rearrange the symbols to vary their tune. When they hear pupils' tunes played back at the end of the lesson they applaud spontaneously, marvelling at the difference when

instruments are added. Pupils in Year 5 work hard to move items around a dream bedroom, controlling the movements well, some increasing the size of a television set confidently. The majority of the group find it difficult to read the instructions but sensitive support from three skilled adults helps them understand what they are to do and gradually learn the ICT control skills needed. Pupils in Year 6 learn how to add sites they may need to their personal folders. They are confident in their use of the Internet and more than half the group succeed in adding at least three sites to their folder in the lesson. They make sensible choices about ones they may find interesting or useful.

110 Teaching and learning are good, especially in teaching the key skills needed to use the computer. Pupils gain confidence and enjoy their success because instructions are given clearly and calm support is given. Tasks are interesting and the links between other subjects are thoughtfully planned to give pupils a wide range of experiences as they consolidate their learning of ICT skills. The 'car club' is an exciting opportunity for pupils to extend their ICT and design and technology skills in an atmosphere of fun and challenge.

111 The co-ordinator has worked very hard to ensure that maximum use is made of the suite and that standards improve as rapidly as possible. Support from other agencies has led to exciting links with the film and photography museum that have enabled pupils to develop their skills to a high level for their age. The group of pupils who have been identified as having particular talents in ICT value their sessions at the college and have developed their skills significantly.

## **MUSIC**

112 Standards are at the expected level by the end of Year 6. They are above expected levels in singing. Extra-curricular activities are used very well to broaden pupils' awareness of different types of music. The choir and orchestral groups are well attended and the school takes part in local concerts and festivals. Standards are set to improve further with skilled specialist teaching in Years 5 and 6 combined with the new and detailed scheme of work which was implemented a year ago.

Strengths in music are:

- Singing
- Good leadership and management
- Good curriculum- a wide range of music covered
- Extra curricular provision
- Specialist teaching in Years 5 and 6 and very good teaching in Year 2.

113 By the end of Year 2, pupils sing really well, putting on sad, happy or whispered voices and showing real anger as they sing 'Go away' with perfectly enunciated words in a well known rhyme. In response to the very good teaching pupils quickly picked up the difference between high and low pitch and mirrored this in their made up actions to a song. They follow accurately symbols to represent notes and rests, clapping those rhymes accurately, while having a lot of fun at the same time.

114 Standards in Year 5 are slightly better than in Year 6, indicating that standards are likely to rise next year as pupils build on what they know and understand. The good teaching covers all the required aspects. Standards in singing are good as pupils sing rounds with ease, varying the dynamic range. Pupils in year 5 are familiar with using signs and symbols for compositions. Resources such as an overhead projector and tape deck are used well to help pupils present their work and to record their compositions. Pupils in Year 6 understand terms such as 'texture' and 'timbre' and learn how to add rhythm to a "listening composition" In which different pitch is related to a wavy line which in turn is related to a five note scale common in Western music. Alongside this pupils in Year 5 also study Indian music. A higher attainer wrote "it uses quite different rhythms and scales". Pupils study how music is interpreted in different ways by listeners and to justify their opinion about music, learning how different moods can be created.



115 A great deal of work is covered and pupils, including those for whom English is an additional language and those with special educational needs, have achieved well in a short time. The use of music books with manuscript pages is very good. Pupils learn to write up their own notes on what they have been taught. Their skills in writing, however, let down the work of average and lower attainers. Teaching assistants work very well with pupils with special educational needs, helping them to achieve as well as others

## **PHYSICAL EDUCATION**

116 Standards are in line with national expectations at the end of Year 2 and above expectations by the end of Year 6. This is because of very good teaching overall, which ensures that pupils learn well.

Strengths in physical education are:

- Standards by the end of Year 6
- Teaching
- Wide variety of activities.

Areas for improvement are:

- Procedures for monitoring teaching and learning.

117 Clear instructions and demonstration of techniques are consistent features in the teaching and ensure that pupils work well. Enthusiasm and good subject expertise motivate pupils to achieve higher levels of physical activity and so all pupils are challenged to improve their own performance. Health and safety issues are dealt with consistently, as for example, when discussing the importance of warming up and cooling down. High standards of behaviour and good relationships between teachers and pupils ensure that lessons proceed as planned. All pupils are appropriately dressed for physical education, reflecting their good attitudes in this subject.

118 Pupils in Years 1 and 2 were well motivated by a poem about soldiers, encouraging them to move with different speeds, and change their body shape, responding to commands with military precision. Pupils move in time to the drum accompaniment and enjoy the cool down activity, reflecting the slow, flowing movements of their partners accurately. Parachute games provided a very good challenge to pupils in Year 3 as they worked together harmoniously to control a ball rolling on top of the parachute. Pupils were thoroughly absorbed in this activity, demonstrating high levels of concentration and coordination to achieve the tasks set by the teacher. The lesson ended as well as it had begun, with pupils working co-operatively in pairs to make letter shapes with their bodies. The pupils performed well in all of the challenges, and had fun in the process. Pupils in Year 5 made very good progress in athletics in the sports hall, as they strived to improve their own running performance, extending their stride, and using their arms for momentum. Clear instructions, and good demonstration by the teacher of new techniques, reflect excellent subject expertise and enthusiasm for this subject, which in turn, motivate, encourage, and enable pupils of all abilities to learn well, and improve their running technique. Enthusiastic pupils in year 6 were eager to improve their skills in lacrosse in a lesson led by four sports assistants from a specialist sports college. The pace of the lesson was brisk, and pupils were quick to learn new skills, responding well to the individual coaching they received. A variety of individual, paired, and group activities ensured that all pupils were actively involved, learned well, made good progress.

119 This subject is well led and managed by an enthusiastic co-ordinator, who has implemented a new scheme of work for physical education, and taken steps to improve her own skills and expertise in a variety of physical activities, such as tag rugby, and football coaching. Pupils also benefit from a range of good quality community involvement in extra curricular activities, such as, the local health centre's 'Healthy Lifestyle Exercise and Fitness Team', which organises aerobics classes for parents, and, in partnership with the school learning mentor, runs the rounders club for pupils.

120 The school provides excellent accommodation and resources for learning in physical education, which are very well used for the benefit of pupils. Procedures for the assessment and recording of pupils' progress are at an early stage of development. There are no procedures for the monitoring of teaching and learning in this subject, and this is now needed so that the coordinator can make informed decisions and build upon current good standards to further improve performance in this subject.

## **RELIGIOUS EDUCATION**

121 Standards in religious education are as expected for pupils' ages and meet those prescribed by the locally Agreed Syllabus for seven and 11-year-olds. Pupils with special educational needs and those for whom English is an additional language do as well as others, but record new learning in less detail and length. The main strength of the subject is the quality of the curriculum. It has a consistent focus on Christianity, but also introduces pupils systematically to some of the great religions of the world. Pupils enjoy learning about the differences and similarities in beliefs and worship. They learn at the same time both from and about religion. The subject therefore makes significant contributions to their social and moral as well as their spiritual education.

Strengths in religious education are:

- The range of topics
- Good use of immediate experiences to bring the subject alive.

Areas for improvement are:

- Consistency of teaching and learning
- Assessment is underdeveloped.

122 Teaching is satisfactory overall and pupils therefore learn at a steady rate. However the quality of teaching ranges from good to unsatisfactory. The quality of learning therefore varies from one class to another. By the end of Year 6, pupils show secure knowledge and understanding of key aspects of Christianity. Both higher and lower attaining pupils also remember essentials of major world faiths including, Judaism, Hinduism, Sikhism and Buddhism.

123 Teachers have satisfactory knowledge of religious education. This is evident in the wide range of religions studied and in the interesting activities planned for pupils. A particular strength of teaching is the good use teachers make of first-hand experiences to bring the subject alive. For example, pupils in Year 6 classes learned about the importance of Jewish religious artefacts. The teacher dressed a pupil in tallit, kippah and tefillin as she explained the importance of the Bar Mitzvah ceremony. The lesson also made clear the relevance and importance of the Jewish boy's promise: "to bear the responsibility of my actions", linking well with the school's moral teaching. A Year 6 pupil valued religious education lessons because: "they could help you to understand other people."

124 Teachers also use discussion well in religious education. For example, pupils in Year 2 were helped to understand the parable of the Lost Sheep through hearing the teacher describe what was precious to her, and then contributing their own examples. Teaching is ineffective when planning misses the real aim of the learning. For example, in a Year 1 lesson on Jesus teaching through stories the main objective was: "To write the beginning, middle and end in your own words." Timetabling which puts several classes' weekly religious education lessons into Friday afternoons also reduces the quality of learning at times, because of the restless and inappropriate behaviour of a significant minority of pupils.

125 Sound management and adequate resourcing have helped teachers establish satisfactory standards. However, the school does not monitor teaching and is not therefore well placed to improve its consistency. Similarly assessment is informal and a further area for development.