

INSPECTION REPORT

PRINCEVILLE PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107239

Headteacher: Mr P.H.Steele

Reporting inspector: Susan Walker
21678

Dates of inspection: 9th – 12th December 2002

Inspection number: 252399

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Willowfield Street Bradford
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Shahnaz Hussain
Date of previous inspection:	29 th June 1998 (as a first school)

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21678	Susan Walker	Registered inspector	Information and communication technology History Educational inclusion	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9981	Saleem Hussain	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
10053	Janet Simms	Team inspector	Mathematics Geography Religious education	
17681	Roger Sharples	Team inspector	Science Design and technology Special educational needs	How good are the curricular and other opportunities offered to pupils?
16447	Rosemary Grant	Team inspector	English Music	
6282	Parveen Raja	Team inspector	Foundation Stage English as an additional language	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Princeville Primary School has 416 pupils on roll, which is much bigger than other primary schools. More than eight out of ten pupils speak English as an additional language. Most pupils speak Mirpuri or Punjabi/Urdu and there are significant groups who speak Gujarati and Bangali; however, 14 different languages are spoken in school. Three quarters of pupils who enter the school are at an early stage of learning English. This is very high compared to schools nationally. There is extra funding to support pupils' learning of English. The age range at the time of the previous inspection was from three to nine years old; now pupils stay until they are eleven. Attainment on entry to the nursery is well below what might be expected. Pupils live in low cost high-density housing, of old and new terraces. About half the pupils are eligible for free school meals, which is well above the national average. There are 49 pupils on the register of special educational needs, for a variety of minor reasons, and seven pupils have statements of special educational need. This is below the national average. The school has won recognition for the way it teaches basic skills and is piloting new ways of using the computer. The school has survived several fires and has just completed an extensive rebuilding programme which has had an impact on pupils' learning particularly in art and design and information and communication technology.

HOW GOOD THE SCHOOL IS

Princeville Primary School does a satisfactory job. Although standards are below average when pupils leave the school, this is partially because most pupils speak English as an additional language. They make sound progress because teaching is satisfactory throughout the school. Homework is used particularly well and helps pupils to learn better. Leadership and management are sound overall with strengths in the establishment of relationships and weaknesses in how money is allocated to support both pupils with special educational needs and those who do not speak English as their first language. Value for money is satisfactory.

What the school does well

- The very good relationships and racial harmony between pupils from different backgrounds.
- The good day-to-day care of pupils.
- The very positive relationships with parents who receive good information from the school.
- The good provision for pupils' spiritual, moral, social and cultural development that leads to good attitudes and behaviour.
- The effective use of new technology, such as computerised whiteboards.
- The good links with other schools, colleges and the community.

What could be improved

- Standards in speaking and the teaching and learning of a wider range of English words.
- The standards in mathematics throughout the school.
- The clarity of procedures and methods to support pupils who need extra help in learning English as an additional language.
- The provision for pupils with special educational needs.
- The training and deployment of teaching assistants.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Princeville Primary School has not been previously inspected as a primary school and no comparisons are made with previous reports.

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*	E
Science	N/A	E	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5% nationally	E*

By the end of the reception year most children make satisfactory progress from starting nursery, although they have not caught up with children in most schools, especially in language and mathematics. They do well to reach the expected levels in social, creative and physical development. By the ages of seven, results in English, mathematics and science were amongst the lowest in the country in 2002, reflecting the pupils' previous attainment as well as their early stage of learning English as an additional language. When these factors are taken into account achievement in most infant classes is satisfactory. The results for eleven year olds, whilst still well below average, were better than those reached in similar schools for English. However, they lagged behind similar schools in science and particularly in mathematics where most pupils could have done better. Inspection findings show that pupils are below average in English and science and well below average in mathematics. Standards are as expected for pupils aged seven and eleven in design and technology, geography and physical education. They are as expected for pupils aged seven in history, but less good than usual for pupils aged eleven. In music, standards are less good than usual at age seven, but are as expected at age eleven. Standards are less good than usual for pupils in information and communication technology (ICT) and art and design. Standards are at the expected level from the published guidance on religious education from the local education authority. The achievement of most pupils is satisfactory over their time in school. Some

pupils with special educational needs and those learning English, particularly the more able, could make greater progress if their needs were better recognised.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils like coming to school and show interest in lessons and activities.
Behaviour, in and out of classrooms	Good. Most pupils work and play together happily. Most pupils behave well in lessons and this allows them to learn.
Personal development and relationships	Relationships are very good and there is good harmony between pupils from different ethnic backgrounds. Opportunities for pupils' personal development are good.
Attendance	Pupils' attendance is satisfactory and they are punctual. Pupils' unauthorised attendance is above average because a minority of pupils are not punctual and this disrupts their learning.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is satisfactory and this leads to satisfactory achievement for most pupils. There were some good and better lessons seen during the inspection and teaching was strongest in Years 1 and 5. The majority of staff teach the basic skills of literacy and numeracy satisfactorily and the basic skills of reading are taught well. Now that resources and the accommodation have improved, the basic skills of using the computers and computerised whiteboards are taught well. Most lessons are managed effectively and this helps pupils to try hard and concentrate on what they have to do. Pupils are told the purpose of the lesson so that they know what they have to learn. Although teachers identify important words that pupils need to learn, all teachers do not teach them well enough to improve pupils' learning. In some lessons pupils are not provided with enough opportunities to discuss topics, rather than just answer questions. Homework is used well to support pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory range of activities that cover all subjects and are relevant to the age and interests of the pupils. However, more time needs to be allocated to the teaching of mathematics in order to raise standards. Activities outside lessons are improving because of extra funding.
Provision for pupils with special educational needs	Satisfactory for pupils with statements of special educational needs, but more variable for the others, whose individual needs are not always identified or checked well enough. Individual education plans and the quality of support for pupils are broadly satisfactory, although vary in quality from good to unsatisfactory.
Provision for pupils with English as an additional language	Satisfactory overall, with strengths and weaknesses. Bilingual and other staff have a positive impact on pupils' learning, but there is a lack of clarity about the methods used to identify pupils who need extra support, how best to provide this and how to measure its effectiveness.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. The good provision for pupils' social and moral development helps them to work and play together harmoniously. The headteacher has worked hard to maintain the cultural identity of pupils and this helps them to learn.
How well the school cares for its pupils	This is a caring school with a warm family atmosphere. Arrangements to check how well pupils are doing are satisfactory and the school is making good use of computers to carry this out. Good procedures are in place to monitor pupils' attendance and behaviour.

Relationships with parents are very good. Parents receive good information about how well their children are doing. The school has effective relationships with other schools and colleges and the community, including religious leaders. This supports pupils' learning well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The headteacher and five teachers who help to manage the school have coped well with the change to a primary school and the major rebuilding. The school improvement plan does not yet show how developments are to be made to all areas of school life over the next few years. Although the headteacher checks teaching well, he needs to ensure that other staff have more opportunities to share in this for their own subjects. Satisfactory overall.
How well the governors fulfil their responsibilities	The governors support the school satisfactorily despite the fact that there is not a full number of governors in post.
The school's evaluation of its performance	The headteacher and senior staff are just beginning the process of evaluating the school's performance. At present they are too positive about the standards achieved, although they recognise what recent improvement has been made.
The strategic use of resources	The procedures for checking the effective use of extra monies given to the school are unsatisfactory. The school has no firm idea of the impact on pupils' learning of how it deploys support staff.

There are a good number of teachers and other staff to help pupils to learn. However, not enough training has been provided for support staff to enable them to be fully effective and they are not always used in the best way. Resources are good. The accommodation is adequate, but there are weaknesses that affect pupils' learning; the school does not have its own sports fields and there are few spare areas where, for instance, small groups of pupils can be taught.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, work hard and try their best. • The way the school is led and managed. • The school is approachable and gives good information about their child's progress. • The quality of teaching. • Behaviour is good. 	<ul style="list-style-type: none"> • Very few parents had any concerns about school life. • A small number were unsure of what activities were provided outside lessons and had concerns about homework.

Whilst generally sound, some aspects of leadership and management require development. Inspectors found that much teaching is good, but this is not consistent in all classes. The number of activities outside lessons is steadily improving, so the parents of younger pupils may be unaware of these developments. The inspection team feels that the provision of homework is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Children attend the nursery for up to five terms and virtually all transfer to the main school. There are two intakes into both reception classes, one in September and one in January. On entry into the nursery most children have little or no command of English and some have limited social skills. Their attainment is well below expectations for the age group. Children make satisfactory progress through the nursery and the reception classes. By the end of the Foundation Stage, attainment shows improvement, but children are unlikely to meet the early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. The majority are likely to meet the goals in personal, social and emotional, creative and physical development.

2 More than eight out of ten pupils speak English as an additional language. Most pupils speak Mirpuri or Punjabi/Urdu and there are significant groups who speak Gujarati and Bangali; however, 14 different languages are spoken in school. Three quarters of pupils who enter the school are at an early stage of learning English. This is very high compared to schools nationally and goes some way to explaining why test results are lower than average. The vast majority of pupils are learning an additional language, as well as developing their learning in reading, writing, mathematics and a range of other skills.

3 In the 2002 national tests, for pupils aged seven, standards were in the lowest five per cent nationally in reading, writing and mathematics when judged against all schools. When teachers checked how well pupils had done in science, they found that pupils were also in the lowest five per cent nationally. In the national tests for pupils aged eleven standards were well below average in English and science and in the lowest five per cent nationally in mathematics.

4 In 2002, compared to similar schools, standards for pupils aged seven were well below average in reading and writing and in the lowest five per cent nationally in mathematics. Results were better than this in 2001 – below average in reading and mathematics and average in writing. Pupils aged eleven were better than the usual level in English, but were well below average in mathematics and below average in science.

5 From when pupils took their infant tests in 1998, progress to the end of the juniors appears to have been slower than in most schools, although pupils seem to have done better in English. However, care should be taken with this judgement, as the national data does not take into account that the school has more than eight out of ten pupils who speak English as an additional language. As the school has only been a primary school for two years there is little other information about how pupils progress from year to year at age eleven.

6 In 2002 the school failed to meet its targets set by the governors and the local education authority in English and mathematics by a wide margin. In most classes there is a greater proportion of pupils who perform at levels that are below and well below average than is usually found. The school has tried to improve matters by grouping the oldest pupils by ability in important subjects so that teaching can be more closely directed at improving learning. The school does not start additional help for Year 6 pupils who are borderline candidates for achieving average levels in national tests until Spring term and this gives them too little opportunity to improve sufficiently to reach the hoped for levels.

7 The school now uses computerised information to set broadly suitable targets for individual classes and pupils, for instance “use finger spaces between words” or “start to use joined writing”. However, there is not always a clear link between what pupils are asked to improve and what they need to do to achieve the usual standards for their age.

8 The results of the national tests show that girls are doing markedly less well than boys at both seven and eleven over the last few years. The different number of boys and girls who sat the tests can explain some of the apparent differences in the national data; for instance, there were 26 girls and 14 boys in 2002. The inspection team looked carefully for evidence in lessons. In some classes boys were more likely to answer questions or to shout out answers, but there was little difference in pupils’ overall learning.

9 In English, pupils achieve well, overall, during their time in the school. Many start school with little or no knowledge of English and make satisfactory progress in Years 1 and 2, even though standards remain well below average in speaking, listening, reading and writing. Progress in these years would be even better if the strong teaching found in most of the Years 1 and 2 classes was universal. Progress speeds up in Years 3 to 6. This partly reflects the greater ease with which many pupils now speak English. It is also due to the more consistent teaching, which is always at least satisfactory and is mainly good. By Year 6, standards are improving, but are still below average in all aspects of work.

10 Most pupils listen well in class. By Year 2, however, there are still gaps in most pupils’ knowledge of words so they constantly have to think hard about what words mean. It also affects the pupils’ reading, as they are sometimes trying to read unfamiliar words. Although pupils’ vocabulary is wider by Year 6, and more able pupils are able to explain their ideas well and at length, many pupils are not as fluent. Their answers are often brief and it is difficult to get them to explain them.

11 It is noticeable that pupils do not perform as well in mathematics as they do in English or science. Although there is some recent improvement in children’s mathematical skills as they leave nursery, many older pupils have weaknesses in their knowledge and understanding which were not sorted out when they were younger and this has had a long-term impact on their learning.

12 In science, Year 2 pupils understand that plants grow from seeds and are able to name the parts of plants, for example the stem and leaves. The pupils understand that plants need water and light to be able to grow. By the time the pupils reach Year 6 they show a sound understanding and knowledge of a wide range of scientific facts they have studied during their time in the school

13 Inspection findings show that standards are as expected for pupils aged seven and eleven in design and technology, geography and physical education. Standards are as expected for pupils aged seven in history, but less good than usual for pupils aged eleven. This mainly reflects pupils’ limited literacy skills. In music, standards are less good than usual at age seven, but are as expected at age eleven. Standards are less good than usual for pupils in ICT, although they are improving now that the facilities are better. They are also below expected levels in art and design. This partially reflects pupils’ past experiences, which have been limited due to restrictions connected with the redevelopment of the building. Standards are at the expected level from the published guidance on religious education from the local education authority.

14 Pupils with statements of special educational needs make satisfactory progress because they are given effective support. Other pupils with special educational do not make enough progress. Sometimes, this is because their individual educational plans are focused

on their behaviour at expense of their underlying learning needs. It also reflects the variable quality of support that they receive. Whilst some teaching assistants provide good support, other do not know how best to help pupils. Teaching assistants have received too little training in how best to support pupils with special educational needs to make their support for these pupils' learning consistently effective.

15 The school has a policy for identifying gifted and talented pupils but it has not yet put together a register of such pupils. This means that, for instance, the most talented pupils are not sufficiently stretched in some lessons, such as physical education.

16 The school has just completed a major rebuilding programme and has had several fires over the last few years. It is undoubtedly true that the disruption caused to pupils and staff has had an impact on standards and pupils' achievement.

Pupils' attitudes, values and personal development

17 Pupils' attitudes to the school are mostly good. There is a good level of agreement between home and school about the appropriate attitudes and values to be promoted. Their teachers know pupils well and home-school liaison is effective. In lessons, for example, pupils learn well how to listen respectfully to others and to their teachers and in most classes they have mastered this by the time they move into Year 3. One of the Year 2 classes is still very restless and easily distracted from listening, which means they do not always learn well enough in lessons. The other Year 2 class has more positive attitudes and therefore learning is better in subjects such as mathematics.

18 Children in the nursery behave well, wait for turns and help to clear away after activities. Children in the reception classes are keen to learn; they put their hands up to answer questions and co-operate well.

19 Parents are generally pleased with the behaviour in school and are encouraged to come to talk to teachers about any issues of concern. In celebrations, such as those for Eid, pupils' behaviour is very good; they listen attentively, joining in prayer and singing respectfully. Pupils' behaviour in lessons and around the school is also good. They play together happily in the playground, with boys and girls mixing well, and with good harmony between pupils from different ethnic backgrounds. Pupils move around the school quietly, again respectful of the need to allow others to work without disturbance. Any infringements of behaviour codes are dealt with effectively by teachers and other staff. There have been no exclusions of late.

20 The school's curriculum provides good opportunities for personal development of all kinds. The School Council gives some pupils opportunities in this regard. The pupils involved in this project are those who can take such responsibility, and they have successfully interviewed members of the support staff with a view to changing some things about the school environment. There are adequate opportunities for pupils to act as monitors, for instance by taking the dinner registers and by helping teachers to prepare classrooms and give out books. Opportunities for pupils to show independence and initiative are much less developed; this is partially because the school is still settling into the new accommodation after the constraints of all the building work. Teaching for the oldest pupils does not always allow enough opportunity for independence in learning history and geography, partly because of the size of the room. For instance, pupils sit in rows, which does not allow them to move freely around the room or to collaborate easily in small groups. However, in a Year 5 English lesson the teacher gave pupils good opportunities to vote for their preferred choice of word.

21 Relationships generally are very good and are a significant strength of the school. Pupils are friendly, and when they work in groups, they do so sensibly and quietly, helping each other, and are able to respect the teachers' needs to be with groups other than their

own. Pupils share very effective relationships with all adults, who together form an effective, diverse range of very good role models from many ethnic backgrounds. Staff share the same sets of high expectations of pupils, whether in the dining room, the classroom, or elsewhere. By showing pupils respect for their views and opinions, staff implant positive attitudes in pupils where they become very sensitive to others' needs. They are interested, for example, in learning about the rites, symbols and festivals of differing religions, keen to ask questions as they get older. Pupils' involvement in educational visits enables them to develop relationships with other pupils outside the classroom, from which they mature significantly. In this mixed community, pupils develop a good sense of understanding about how their behaviour influences other people. They learn to take an appropriate amount of responsibility for their own learning, although this is very difficult for some because they lack the learning skills to develop more than an average level of independence.

22 Attendance is in line with the national average and most pupils are punctual in school. However, unauthorised absence is above the national average because a number of pupils are not punctual and this disrupts their education. The school is working with parents on this, with several good initiatives in place. Punctuality is satisfactory.

HOW WELL ARE PUPILS TAUGHT?

23 The quality of teaching and learning is satisfactory throughout the school. The four staff who help the headteacher manage the school, and who were present during the inspection, provide effective teaching for pupils and good role models for the rest of the staff.

24 Teaching seen was generally strongest in Year 1 and Year 5. However, examination of pupils' previous work and discussion with pupils confirm the headteacher's initial judgement that teaching and learning are satisfactory overall.

25 The quality of teaching is satisfactory for children under five and some of it is good in both the nursery and the reception classes. The nursery is staffed by a teacher, three bilingual nursery nurses and a support assistant. The nursery nurses share Urdu/Punjabi as the first language with most of the children and use it well to build good relationships with parents and children. Overall, they make a good contribution to the teaching and learning. Teachers and support staff have sound understanding of the needs of children under five. Activities generally contain oral work, which contributes well to the development of English. Bilingual intervention is always supportive and effective, and it is mostly aimed at children experiencing difficulty in understanding what is required. When teaching is very good, tasks are well planned, organised, interesting and challenging, for example, when children order numbers to ten. In this lesson the teacher paid close attention to her own use of language to maximise understanding and made very good use of effective questioning techniques. When teaching is not satisfactory, children engage in repetitive work and are not presented with sufficient challenge. Teachers generally provide imaginative activities and generate good motivation levels; children quickly develop confidence to use their early stage English language skills without inhibition and form good relationships with others.

26 The majority of staff teach the basic skills of literacy and numeracy satisfactorily and the basic skills of reading are taught well. Now that resources and the accommodation have improved, the basic skills of using the computers and computerised whiteboards are taught effectively. Teaching is good in science where the number of practical activities that they undertake improves pupils' learning. The use of visiting staff improves pupils' learning in music and physical education.

27 Most teachers write clear plans for lessons. They list the most important words that pupils need to learn to take a successful part in the lesson. In a Year 1 science lesson both teachers had high expectations that pupils would use the words 'translucent', 'transparent' and 'opaque' when talking about the windows they were sticking on their houses. However, some staff teach these words more effectively than others, for example in an English lesson when learning about the features of fiction and non-fiction texts in Years 3 and 4. Good use is made of posters of important words in ICT in classrooms and the computer room. Year 5 teachers make excellent use of perspex frames on pupils' worktables that contain the essential words to support pupils' learning in English and mathematics. However, many teachers do not provide sufficient opportunities for pupils to talk together and discuss their findings. Where this is done successfully, as in a Year 2 mathematics lesson, pupils got a lot out of discussing their favourite types of pizza.

28 The purpose of the lesson is usually shared with pupils so that they know what they have to do. Many teachers take good care to tell pupils the subject that they are studying, which prepares them to learn, especially when teachers remind them of what happened in the last lesson.

29 The majority of teachers plan different work for average pupils and those of lower ability and the more able. Sometimes the work for the more able pupils does not challenge them sufficiently to improve their learning. This typically happens when teachers use worksheets and give those who finish first more of the same type of activity to do.

30 The management of lessons is usually good. There are very good relationships between adults and staff and most classes have well-established routines for giving out books and materials and asking for help. This allows learning to proceed in a relaxed and friendly way. Teachers are quick to spot potentially disruptive behaviour and deal with it effectively so that pupils' learning is not interrupted. Where classroom management is not so successful pupils do not understand that they should not call out, but should put up their hands when making a comment and wait for their turn to talk.

31 Lessons are usually well prepared in advance so that no time is lost in lessons. Teachers make good use of the posters and pictures they have displayed on the walls to draw pupils' attention to important facts and features. Extra adults understand what is expected of them in lessons, for instance to support the less able pupils. However, many extra staff only play a full role during the activity part of the lesson, partially due to their lack of training, and this is a waste of a valuable resource. An exception to this was the excellent partnership between the teacher and a teaching assistant in a Year 1 literacy lesson where both played an equal part in discussing animal characters with pupils.

32 The pace of lessons is generally at least satisfactory. Where learning is very good the lesson proceeds at a swift pace and much ground is covered, as in a Year 2 science lesson where pupils investigated materials and shared their findings with each other. Endings to lessons are generally planned and used satisfactorily to allow pupils to show what they have learnt.

33 Learning for pupils with identified special educational needs is satisfactory when lessons are planned to meet the needs and abilities of such pupils. When pupils are provided with effective support, such as from a nursery nurse and work is based on individual educational plans, then pupils make good progress. However, sometimes individual action plans are written to deal with pupils' behaviour rather than recognising and tackling their underlying learning needs. In such cases they do not make satisfactory progress. Moreover, when teaching assistants are unaware of the plans and have insufficient skills and

confidence to assist with the specific learning needs of pupils, then learning is not good enough.

34 Learning for pupils who are learning English is broadly satisfactory. The number of adults in class and the support provided in class is good. Teachers try hard to provide an extra adult to work with such pupils in many lessons. However, the support is not sharply enough focused on improving individual pupils' language needs and this is partly because teaching assistants have not received sufficient training, but also because teachers do not keep good enough records of what pupils need to learn next.

35 Marking is satisfactory. It varies from class to class and subject to subject. When marking is good there are clear comments which help pupils to improve their skills, for example in science and literacy. Teachers often give pupils useful feedback in lessons, for example about the type of punctuation they used in a previous task, and this helps them to improve.

36 Homework is used well to support pupils' learning, including children in the nursery and reception classes. Pupils in Years 5 and 6 are given a set of study books to support their learning in English, mathematics and science. Those pupils who choose to do their work in school benefit from a homework club and they are able to use the computers for research during breakfast club.

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

37 The range of subjects offered to the pupils is satisfactory. The school is making good use of national schemes of work to ensure that the pupils receive the correct balance of learning activities. These schemes provide good support to the teachers in the preparation of their lessons, for example in literacy and numeracy. There is clear guidance on what teachers are to teach in each year group and each subject throughout the year. The teachers' termly and weekly planning of learning activities is sound.

38 The curriculum is generally inclusive and supports pupils' cultural and religious development effectively. There is an appropriate policy for English as an additional language, which sets out the school's aims and values and shows good understanding of this aspect of the school's work. However, there is a lack of guidance on how this policy is to be implemented, for example by providing specific support for pupils who have progressed beyond the earliest stage of learning English. The school tries hard to make sure that girls and boys participate equally in lessons and activities, such as by providing separate sporting activities for girls and boys.

39 The curriculum for pupils with special educational needs is satisfactory. When activities are planned at the correct level and the pupils receive the appropriate level of support in lessons they make good progress in their learning. However, when the curriculum is not based on pupils' learning needs than their progress is not as good.

40 The amount of time given for mathematics in the curriculum is significantly less than that for English. Given pupils' relative performance in these two subjects, the balance of curriculum time allocation could also usefully be reviewed. Because most pupils' mathematical concepts are so weak, teachers need to reinforce these at every opportunity across other subjects. Where this occurs, for example in geography, where Year 5 were logging traffic surveys on graphs, the effect is good and pupils understand the context of mathematical applications much better.

41 The timetable for the teaching of subjects is satisfactory. The school needs to ensure that the times stated for activities such as TV, guided reading and personal, health and social education (PHSE), at the beginning and end of the day, are used in an effective and precise manner. During the inspection all the lessons started and finished on time. However, on occasions lessons do continue over the allotted time. At present, if certain classes are timetabled for outdoor physical education and the weather is unsuitable then the pupils have no alternative than to stay in the classroom and miss their physical activities because of a shortage of accommodation.

42 The range of extra-curricular activities after school, for example dance, football and cricket clubs, is increasing and is now satisfactory. This provision is being helped through the good use of additional funding which is providing the money to employ specialist coaches. For example, pupils are challenged and develop good skills in fielding the ball during an after-school cricket coaching session.

43 Provision for PHSE is sound. The school has a broad-ranging policy and detailed lesson plans are used to guide teaching. Work includes suitable guidance on how to deal with bullying and discrimination. Other areas of work include personal safety, health, hygiene, sex education and drugs education. External agencies such as the school nurse and visitors make a significant contribution to the school's work and pupils' learning.

44 The community makes a good contribution to pupils' learning. The school is an important focal point in the community and this was highly evident as inspectors observed the Eid assembly during the inspection. Parents, pupils, staff and community members united well in celebrating the occasion. Pupils from Princeville recited naats as did pupils from Belle Vue Girls School. A worker from the Islamic Relief Foundation gave a talk about the importance of charity. Pupils were able to reflect on this, helping them to appreciate that there are people in the world less fortunate than themselves. Many links with religious leaders support pupils' religious education and spiritual, moral, social and cultural development well. For instance, pupils visit several different places of worship. Occasionally, sports coaches also lead assemblies to talk about health issues and the importance of exercise. Older pupils recently had the opportunity to learn about radio broadcasting as they visited Radio Ramadan.

45 The school has good, constructive relationships with universities, colleges and other schools. For example, trainee teachers from Bradford University provide pupils with additional learning experiences. A variety of other students undertake work experience in the school. Inspectors observed the good support they gave to the homework club operating after school. Staff from Belle Vue Girls School occasionally support physical education by leading coaching sessions in hockey and gymnastics.

46 The school provides well in its curriculum, and through other means, for of all aspects of pupils' spiritual, moral, social and cultural development. This aids pupils' learning effectively.

47 The spiritual dimension of pupils' lives in school is often strongly reinforced in the home environment, and through the faith communities. The religious education programme in school also contributes well to this development, covering as it does various world faiths in accordance with the locally agreed guidance. Assemblies and communal celebrations show pupils very interested and engaged in learning about these aspects of their own and others' spiritual lives. Teachers deal well with any disrespectful attitudes that are evident in lessons, transmitting the school's expectations of tolerance towards others with different belief systems. Where they exist, these are mainly from younger pupils who have not had the

length of experience in the school, which has clearly led to the tolerance and high degree of respect evident amongst older pupils.

48 There is good guidance for pupils about how they should behave and work together. The school has high expectations that pupils will adhere to this guidance and rules are consistently applied by all adults. Pupils often come into school with little self-control or experience of how to behave in a group. They rapidly socialise, so that when they are older almost all pupils are ready for the more structured learning. Pupils work well in groups from an early age, helping others and taking turns in games, in play and in question and answer sessions in classes. They know right from wrong, and when they are older, for example in Year 6, are willing to acknowledge mild misbehaviour and disrespect they have themselves committed. This was evident in a religious education lesson, where codes of morality and behaviour were being discussed in relation to the Qur'an and other religious codes. Good opportunities are presented for pupils to take part in many activities such as residential visits, field trips and so on, which many would be unable to participate in otherwise. They therefore get a chance to develop relationships with other pupils and with adults which are unlike their usual experiences. The School Council is useful in allowing some pupils the opportunity to adopt responsibilities, to exert influence over the school environment and to represent others in this forum.

49 The school provides well for the multi-cultural dimensions of pupils' experience. In having one majority cultural background amongst its population, staff understand the need to keep other minority cultures, including the indigenous white culture, well represented in pupils' experience. To this end, pupils participate in local sports events deliberately created to represent a mix of cultures, for example the 'Bull-tag' events promoted by the local rugby football club. The good representation of Asian music in pupils' curriculum is balanced by classic British songs and music. Artists in residence come from a variety of local backgrounds. Pupils get sound opportunities to learn about white British culture. The school is very fortunate to have a stable staff, who provide pupils with a very good variety of effective role models from the city's rich diversity of differing cultures. All adults successfully promote tolerance and open-mindedness towards the cultural influences pupils are likely to encounter.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50 This is a caring school, with a warm family atmosphere and very good relationships at all levels. The educational and personal support and advice given to pupils are sound. These factors are effective in supporting pupils in their learning.

51 The school has good arrangements to induct new children into the nursery, including home visits. This gives new children confidence in starting school life.

52 The breakfast club is growing in popularity. After breakfast, pupils can take part in several activities including use of the computer suite. There is a very good choice in the hot and cold meals available at lunchtime, including halal foods.

53 Arrangements for child protection and for ensuring pupils' welfare are good. The designated officer for child protection is appropriately trained and deals with any issues effectively. There are good arrangements to inform staff about the school's policy and procedures. Staff are aware of the need to be vigilant at all times.

54 A broad range of health and safety risk assessments is carried out regularly. Accident and emergency procedures are effective in dealing with problems. Two members of staff are fully trained in first aid. Fire drills are carried out each term and any problems sorted out.

55 The school works closely and effectively with many agencies in raising awareness of health and safety matters. For example, visitors give talks about road safety, fire danger and sex education. A 'life skills caravan' provides drugs' education through a variety of learning activities each year. Also, Year 6 pupils are able to undertake safe cycling training.

56 Procedures to monitor and improve attendance are good. Home telephone calls are made on the first day of any unexplained absence. A computer-based system of information is used effectively to produce reports and identify problems. Learning mentors give good support to families where necessary. The school has a good system of rewards, including certificates and prizes, when pupils achieve high levels of attendance over long periods.

57 Procedures for monitoring and promoting good behaviour are good. Staff keep detailed records of any problems. When necessary, the deputy headteacher plays a strong role in monitoring the behaviour of individual pupils to ensure that improvements take place. Much good work is done in assemblies and the PHSE times each day for pupils to share ideas and talk about their experiences. For instance, pupils discuss bullying, so that they know what to do if they have any difficulties. Good use is made of rewards such as stickers and certificates to value good behaviour.

58 Procedures to monitor and support pupils' personal development are sound. Staff know pupils well and are good role models for pupils to base their own attitudes and behaviour on. The school is in the process of developing a new format to record aspects of pupils' personal development to make monitoring easier.

59 Appropriate individual education plans are in place for pupils with statements of special educational need. The targets in their individual education plans reflect their areas of need as identified in their statements. Where necessary advice from outside agencies is sought and acted upon. However, there are unsatisfactory procedures for the identification of other pupils with special educational needs. For example, a number of pupils are identified as having behaviour problems, when their underlying learning problems have not been recognised and tackled. All pupils who should have individual education plans, for instance because they have hearing impairments, do not. There are unsatisfactory procedures for the ongoing checking of pupils' targets, including the targets of those pupils with statements of educational need, and the use of this information to develop future targets. Information on pupil assessment is too dependent on verbal communication to the special needs co-ordinator rather than written evidence.

60 Methods used to check pupils' progress are broadly satisfactory. In the nursery and reception classes there are satisfactory arrangements to check how well children are doing. Teachers and nursery nurses keep a close eye on what children can do at work and play and set targets for children to achieve. More formal assessments are properly carried out. Teachers in Years 1 to 6 keep their own satisfactory records of pupils' attainments in English, mathematics and science, though the quality and range of these vary. A more consistent format would be beneficial. Information that teachers collect is used soundly, for example to group pupils in class and to determine areas for revision of learning. The main method of checking the progress that pupils make from one year to the next is relatively new. It is a computerised system that gives a range of very useful information, about standards in English, mathematics, science, ICT and geography, some of which is already being used to set targets for pupils to aspire to. It is too early, however, to judge the overall effectiveness of its use, though initial signs are promising.

61 There is a lack of an effective system for identifying pupils who are finding it harder than usual to learn English as an additional language. As a result, these pupils do not receive the extra well-targeted support that they need.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62 Relationships with parents are very good. Parents have a high opinion of the school. Replies to the inspection questionnaire and responses given at the parents' meeting show that parents have much confidence in the school and the quality of education provided. The parents' meeting was generally supportive of the school. The great majority of parents replying to the questionnaire said their children like school, teaching is good, the school expects their children to work hard and achieve their best, and they feel comfortable about approaching the school regarding any problems. They are also pleased about leadership and management of the school, their children's progress, behaviour, how the school helps their children become mature and responsible and information they receive about their children's progress. A small number of parents have concerns about homework and also the range of extra-curricular activities on offer.

63 The quality of information to parents, especially about pupils' progress, is good. Pupils' annual reports give many details about what pupils know, can do and understand. A strong feature is the guidance: "During the summer holidays it would be helpful if..." Occasionally, a little jargon is used and the school must guard against this. For example, one report in mathematics referred to how well the pupil knew 'number operations' with no other explanation. Other strong areas of information to parents include useful details about the work to be done in each class in the year, and how to help with learning at home. Pupils are heavily involved in writing about the school and their work in newsletters. This gives them a good opportunity to write poems and short articles and keeps parents in touch with pupils' achievements. Key documents such as the governors' annual reports and letters home are translated into the main languages spoken in the community.

64 Links with parents are effective and their involvement has a sound impact on the work of this school. The contribution of parents to children's learning, at school and at home, is also sound. They also come in to celebrate successes, on a personal level, for example if their child has done some particularly improved work, or to share in celebrations of a more formal kind, as for the Eid assembly during the week of inspection.

65 Learning mentors are making a good contribution to the school's work through working with families on learning issues. For example, they work with pupils and parents on learning targets and try to work through attendance problems with them. The school works hard in organising events to better involve parents in their children's learning. For example, literacy and numeracy workshops are held frequently and are well attended by parents, as are women's computer skills courses. Three parent governors, including the chair, are able to consider the school's development from a parental point of view. A few parents help with school activities occasionally. For example, they listen to readers and support activities in the classroom. The school has discussed issues of unauthorised absence with parents and plans to continue these discussions to resolve any difficulties whilst emphasising the importance of regular attendance.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66 The headteacher and the five senior staff¹ who manage the school have successfully managed the transition from a first school status to that of a primary school. Much time on day-to-day management has been spent managing the impact of several fires and a major building project. The school is now satisfactorily placed to move forward and deal with other matters.

67 The senior managers make a sound contribution to the management of the school. They now meet regularly to lead the school forward. They discuss and take action about a range of relevant issues including decisions to do with standards, and good notes are kept of their meetings. They have recently started to evaluate how well they are doing compared to other schools. At present their evaluation gives too positive a picture, because although they are aware of how far they have come in the last few years, many improvements are too new to have had an impact on raising standards.

68 For the last few years as changes have come thick and fast, the school has written a slim improvement plan, which correctly identifies the need to raise standards in English, mathematics and science and to improve the quality of teaching. Now that the dust has settled, a more strategic plan, which details how the school will move forward in the next few years and sets areas for improvement in most areas of school life, is needed. This would let co-ordinators and others know when their subject will become a priority for development and be more accountable for what is spent on improvement. The school already has in place a clear cycle for writing and evaluating their plans.

69 The school makes a good effort to meet its aims and values in its day-to-day life. The headteacher is very sensitive to the views of the community and has a very high level of awareness of cultural factors. Along with all staff he works very hard to maintain the very high level of racial harmony. The school is notably successful in maintaining pupils' cultural identity as shown by the positive views of parents. However, there is no one identified with specific responsibility for managing and co-ordinating all aspects of funding and provision for pupils with English as an additional language.

70 The headteacher monitors lessons well and keeps good detailed records of teachers' strengths and areas for improvement. He is well aware of which teachers consistently perform and aid pupils' learning effectively. However, weaker teaching in Year 2, and to a lesser extent in Year 6, is holding back the school's performance in national tests. Co-ordinators, especially in key areas for improvement such as mathematics, are not given sufficient opportunities to evaluate pupils' learning, so that they can give colleagues more precise advice on what to do to raise standards.

71 The governors make a satisfactory contribution to the life of the school. There is not a full complement of governors, but those in post do their best to help the school. They receive a good level of information from the headteacher's detailed report to governors, which enables them to track new developments.

72 The management of special educational needs is unsatisfactory. There is a lack of appropriate training for staff; for example, teaching assistants have received no training in any aspect of special educational needs. The policy statement for special educational needs is out of date and does not reflect current procedures. The school has taken insufficient action when a visually impaired pupil with a statement of special educational need has been without his computer for nearly a term, because of a software problem.

¹ During the inspection one of the leadership team was absent on secondment but was interviewed.

73 The headteacher can clearly identify how the greater than usual carry-forward of funds arose – from its change in status, movement of pupils and the building programme. He is clearly able to show how planned expenditure, for instance on the ICT room and equipment, benefited the pupils' learning. Other expenditure brought aspects of the existing building, such as new windows, up to the standard of the new building.

74 By employing an external bursar for half a day per week, good provision has been made to ensure the day-to-day management of the budget. The bursar is effective in maintaining the balance of accounts from several sources, for example a wide range of specific grants.

75 However, the procedures for checking the effective use of these grants are unsatisfactory. There is a lack of detail in the recording of what effect the funds are having on the development of the pupils, for example for the provision of pupils with special educational needs and for the development of English for pupils where it is not the first language at home. There is no monitoring to find out if the extra staffing for teaching assistants provided by these funds is positively helping in the pupils' learning. The use of teaching assistants is not always satisfactory. Sometimes the high number of adults in a lesson is not needed, whilst occasionally there is not enough support for pupils in a practical lesson. It is too early to judge the effectiveness of the extra funding for learning mentors, though they have a useful role in running homework clubs and working with parents. There is good use of the funding that has been made to increase the number of activities after school, for example the provision of coaches for cricket and hockey. This grant is allowing the school to run separate courses for boys and girls to enable them to have equal access to these activities.

76 The school needs to put in place procedures to evaluate the effectiveness of the current setting arrangements on raising standards, for instance in mathematics, and of splitting Years 3 and 4 into smaller groups so that teaching is more effective.

77 The school makes good use of new technology to support pupils' learning. The nine computerised whiteboards allow pupils to receive, for example, video clips and extracts from recent newspapers and to access the Internet directly in their classroom. It is at an early stage of implementing its plans as a pilot school for Bradford's national grid for learning.

78 The school has an above average number of teachers and support staff, reflecting the challenges it faces. Staff are appropriately drawn from the different ethnic groups found within the school and, as such, provide very good role models for the children. All make a good contribution to pupils' personal development. Teachers are usually deployed satisfactorily. The use of visiting teachers strengthens provision in music. Training for teachers is linked soundly to the school's main priorities for development, for example ICT, and is helping to improve teachers' skills. Arrangements for new teachers are sound.

79 The experience and skills of teaching assistants vary. Too little training has been provided for those who would benefit from it. Teaching assistants often support pupils with additional learning or behavioural needs, but have not been properly trained for this job. This makes it hard for them to be fully effective. The deployment of support staff is not always fully effective, as in some lessons there are too many adults; for instance, in one Years 5 and 6 lesson there was a part-time teacher, a learning mentor and a teaching assistant, while in other lessons the teacher receives no support. Some teachers do not make best use of additional adults and leave them no real part to play in the lesson until the written activities begin.

80 The accommodation supports the delivery of the curriculum. The rebuilding has ensured that there is room for Years 5 and 6 now that the school is a primary school. However, the classrooms are of varying dimensions and sometimes the size of the oldest

pupils' classroom limits their opportunities for independent learning. There is little extra space, for instance to provide chances for pupils to be taught in small groups. The school is extremely clean, attractive and welcoming. The outdoor area for younger children provides good opportunities for physical development and extending their learning. In most subjects, learning resources are good, to support an effective delivery of the curriculum. Resources are good overall to support pupils' learning. There are not enough resources for all Year 6 pupils to play together in Asian music sessions. There is no climbing apparatus in the new school hall to allow pupils to improve their skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

81 In order to raise standards the headteacher, staff and governors should:

- (1) Improve standards in speaking*, and the teaching and learning of a wider range of English words to support learning in subjects, by:
- providing more opportunities for pupils to practise their speaking skills in the classrooms, for instance by using talking partners more often; Paragraphs 94, 143
 - providing time for co-ordinators to monitor teaching and learning in the classrooms to ensure consistency of practice; Paragraphs 70, 109
 - ensuring that the important words for each subject are identified and taught. Paragraphs 10, 27, 104, 111, 114, 120, 140
- (2) Raise standards in mathematics* by:
- improving the time allocated to teaching mathematics; Paragraphs 40, 117
 - creating opportunities for pupils to use their mathematical skills in other subjects; Paragraph 40
 - creating opportunities for co-ordinators to monitor pupils' teaching and learning; Paragraphs 70, 117
 - starting booster classes at an earlier point in the year Paragraphs 6, 116
- (3) Improve the provision for those pupils who have English as an additional language by:
- implementing procedures for identifying the language needs of pupils; Paragraphs 39, 61, 86
 - setting clear criteria for how additional teaching support is used to support learning; Paragraphs 84, 75
 - monitoring the effectiveness of how the extra funding to support such pupils is used to improve their learning; Paragraph 75
 - appointing a responsible person to check all aspects of provision. Paragraphs 69, 88
- (4) Improve provision for pupils with special educational needs by:
- improving procedures for identifying pupils with such needs; Paragraphs 14, 33, 59, 72
 - setting clearer criteria for the allocation of extra funding for special educational needs and the cost effectiveness of such decisions; Paragraph 75
 - setting clear criteria for the use of staff to support pupils with such needs. Paragraphs 33, 59
- (5) Improve the use of support staff by:
- examining how they are deployed in lessons; Paragraphs 31, 80
 - training the teaching assistants appropriately for their roles.* Paragraphs 33, 79

The governors should also

- Now that the school is established, ensure that the improvement plan includes priorities outside the existing small number and is a strategic plan for future years. Paragraph 68

* Already identified in the school improvement plan

ENGLISH AS AN ADDITIONAL LANGUAGE

82 The inspection of this school included a focused view of the school's provision for English as an additional language.

83 There are some good features in the provision for pupils with English as an additional language, but there are some areas that require improvement. Since the reorganisation of the school, it has moved towards integrating the additional support within the mainstream provision for teaching and learning. The school has achieved well in ensuring that the main home-languages are represented in school by the bilingual staff. It applies their skills well to build strong links with the parents and the community, to increase knowledge and understanding of cultural diversity and to support children who have little or no English. Good admission and induction procedures are in place and the headteacher uses the information on admission well when placing the pupils in different classes. The school environment is reflective of pupils' cultural and linguistic backgrounds. The good pastoral care arrangements are firmly based on the social, cultural and religious understanding of pupils' home backgrounds, which underpins the good standards of behaviour seen throughout the school.

84 The school has used its grant allocation to appoint four nursery nurses, all the classroom teaching assistants and to partly pay for the 1.5 support teachers. The support teachers mainly cover for absent colleagues, and release senior teachers to carry out additional responsibilities. The nursery nurses work with the children in the nursery and the reception classes. Teaching assistants are allocated to each of the year groups. The quality of support provided by the staff is good and makes a good contribution to the education of the pupils overall, but is not sharply focused on the individual language development needs of the pupils in the infants and juniors and children in the Foundation Stage. The school currently does not have a team to work with pupils who only have identified language needs.

85 The school has an appropriate policy for English as an additional language, which sets out the school's aims and values and shows good understanding of this aspect of the school's work. However, there is a lack of guidance on how this policy is to be implemented. There is no identified member of staff who has overall responsibility for this area to ensure that the policy is implemented consistently and effectively through the school and that the individual language needs are clearly identified and met satisfactorily. Too frequently it is left to individual teachers' professional practice. The headteacher keeps an overview of the provision, but in the absence of clear criteria for allocation of support and monitoring procedures there is a lack of direction and insufficient rigour in meeting the language development needs of pupils.

86 Overall, most pupils make satisfactory progress in language development, although many of the more able pupils are capable of achieving better standards. Most pupils develop self-confidence and high self-esteem, which helps them to use their developing second language without inhibition. Teachers and support staff present good models of spoken and written language, but provide too few planned opportunities for pupils to develop their speaking and listening skills. Support in home language is used effectively to help children who are new to English, but this strategy is not recognised as being valuable to advanced learners of English. Throughout the school there is a lack of clarity and understanding of the difference between pupils who need to learn English and those who have learning difficulties, with no systems in place for identifying pupils who have both language and learning needs. There are appropriate subject specific assessment procedures in place; however, the school does not keep a profile of the pupils' developing language competence or information on first language in order to help plan future support work.

87 Some good and on occasions very good examples were seen of teachers making activities culturally relevant, and linking these with pupils' day-to-day experiences. For example, in one of the lessons where pupils had to write instructions on how to make a cup

of tea, the teacher quickly changed the instructions to making a cup of Asian tea when she saw that most of the pupils found the initial task difficult. Pupils became highly motivated and worked at a brisk pace. In another lesson the teacher asked the pupils to compare symbols for Eid and Christmas which generated a lively discussion and provided very good opportunities for developing speaking and listening skills. However, there is a lack of guidance at school level and on occasions some teachers choose inappropriate texts, which make tasks unnecessarily complicated and for some pupils inaccessible.

88 In order to raise standards and to utilise extra funding more efficiently, the school needs to establish clearer procedures and methods so that:

- all pupils who need additional help are identified quickly and effectively;
- there are systems for recording pupils' progress in English language competence;
- the range of provision on offer is clear;
- the criteria for allocation of support staff, including the timescale, are made clear to all;
- monitoring of the effectiveness of additional support and the quality of provision offered is in place;
- all appropriate grant funds are targeted for pupils with English as an additional language needs;
- there is an identified person responsible for managing all aspects of English as an additional language.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	25	29	3	1	0
Percentage	3	18	34	40	4	1	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	Y6 – YR
Number of pupils on the school's roll (FTE for part-time pupils)	40	336
Number of full-time pupils known to be eligible for free school meals		189

FTE means full-time equivalent.

Special educational needs	Nursery	Y6 – YR
Number of pupils with statements of special educational needs	1	7
Number of pupils on the school's special educational needs register	1	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	369

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
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	23	21	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	13
	Girls	13	13	14
	Total	24	25	27
Percentage of pupils at NC level 2 or above	School	55 (71)	57 (64)	61 (71)
	National	84 (84)	89(89)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	10
	Girls	13	14	13
	Total	25	27	23
Percentage of pupils at NC level 2 or above	School	57 (67)	61 (69)	52 (62)
	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	14	26	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	12
	Girls	17	11	19
	Total	24	18	31
Percentage of pupils at NC level 4 or above	School	60 (53)	45 (53)	78 (65)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	18	15	18
	Total	26	24	27
Percentage of pupils at NC level 4 or above	School	63 (57)	59 (55)	66 (37)
	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**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	5	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	28	0	0
Asian or Asian British – Pakistani	276	0	0
Asian or Asian British – Bangladeshi	10	0	0
Asian or Asian British – any other Asian background	11	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.1
Number of pupils per qualified teacher	19.6
Average class size	22.4

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	324.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40:1
Total number of education support staff	4
Total aggregate hours worked per week	112.5
Number of pupils per FTE adult	8:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	2.6

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	1119843
Total expenditure	1176298
Expenditure per pupil	2821
Balance brought forward from previous year	154744
Balance carried forward to next year	98289

Results of the survey of parents and carers

Questionnaire return rate 57%

Number of questionnaires sent out	440
Number of questionnaires returned	237

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	22	2	0	1
My child is making good progress in school.	58	36	3	1	2
Behaviour in the school is good.	62	32	2	1	3
My child gets the right amount of work to do at home.	59	30	5	2	4
The teaching is good.	70	29	1	0	0
I am kept well informed about how my child is getting on.	63	31	3	1	21
I would feel comfortable about approaching the school with questions or a problem.	67	25	4	0	4
The school expects my child to work hard and achieve his or her best.	75	23	1	0	1
The school works closely with parents.	60	32	5	1	2
The school is well led and managed.	74	19	3	1	3
The school is helping my child become mature and responsible.	65	30	3	1	1
The school provides an interesting range of activities outside lessons.	42	33	8	3	14

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

Provision for children in the Foundation Stage

89 Attainment on entry to nursery is well below the level expected. Good induction procedures are used well to establish effective liaison between the school and home, which helps to ensure that the staff are well informed about children's specific needs and capabilities. Links with the parents are strong in the nursery, but are not maintained to the same extent in the reception classes. The accommodation for the nursery and reception classes is adequate. The recently developed outdoor facilities provide a wide range of opportunities for collaboration, experimentation and physical development.

90 The co-ordination of the Foundation Stage is satisfactory. The curriculum is appropriately based on the national guidance. It is taught through an appropriate balance of direct teaching and structured play activities, including role-play, sand and water play, the use of construction kits and a range of creative activities. All children have equal access to the curriculum, although the needs of the brightest children are not always met because they do the same work as other children. Children with special educational needs and those unfamiliar with English make the same progress as their classmates. Appropriate procedures are in place to monitor children's progress through the Foundation Stage.

Personal, social and emotional development

91 The teaching and provision for developing children's personal, social and emotional development are good. High emphasis is appropriately placed on this area due to children's poorly developed skills on entry. Significant progress is made in the early years and the majority of children are likely to reach the early learning goals by the time they are ready to start Year 1. The nursery places considerable importance on the development of self-esteem and independence and is successful in promoting these aspects. Relationships between staff and children are very good and help to foster a calm, positive and well-disciplined learning environment and so the children show growing confidence and self-assurance in their work and play. Most children settle quickly to their work, show sound levels of independence and behave well. Most understand what is expected of them and behave accordingly. In both the nursery and the reception classes, children listen to adults and show respect for others, wait for a turn to play with equipment and help to clear up at the end of a busy session.

92 Reception children demonstrate growing self-confidence and maturity; most begin to show improved levels of concentration and are keen to learn using the range of activities available. In the whole class and group discussions, children know what is expected of them and put their hands up to answer and take turns. They play and work well together and co-operate with each other. Throughout the Foundation Stage children take pride in their achievements and like to share with others.

Communication, language and literacy

93 The provision and quality of teaching are satisfactory. Although children make satisfactory progress, most are not likely to reach the early learning goals by the end of the reception year.

94 In the nursery, children with limited skill in spoken English are supported effectively by the nursery nurses and teaching assistant to speak in their home language and English. Children who choose to remain silent are supported and encouraged with sensitivity, and their confidence grows. Children enjoy stories and rhymes and listen carefully. Opportunities for play in the nursery provide a richness that excites and extends children's communication skills, such as in the role-play area relating to home and the mark-making area. Adults use every opportunity to show children how to use appropriate words and useful phrases in both the nursery and the reception classes. In some classes, however, sometimes children spend long periods listening to adults without understanding and without contributing, and this does not help them to make the best possible progress.

95 Throughout the Foundation Stage children are developing an interest in books. In the nursery and reception classes they are supported in literary sessions to recognise initial sounds and to follow text in shared reading activities. However, many children read texts without understanding and have few opportunities to develop strategies for making meaning. Bilingual support is seldom used to extend deeper understanding and too frequently such support is only offered when children are struggling. Reading activities are well supported and children are encouraged to take books home regularly. Most children recognise their own names and a few familiar words.

96 The children are learning to write their names and know some letters of the alphabet; a few write their names independently. In the reception class children copy under adult writing with some accuracy. Most write their names independently. However, many children do not yet form their letters correctly and this weakness is reinforced when they copy words or phrases without the guidance of an adult. Teachers pay insufficient attention to standards of presentation and provide few opportunities to develop the children's skills in recording their responses. This has an impact on children's learning as they move through the school.

97 Children need more opportunities to extend skills in speaking, for example, by making a personal response which reflects their experiences. Children who have little or no English need more opportunities to explore their ideas, pursue their interests, ask searching questions and experiment in the preferred language, which will promote development in English language acquisition.

Mathematical development

98 The quality of provision and teaching is satisfactory. Most children make satisfactory progress, but are not likely to reach the early learning goals by the end of the reception year. Children see the relevance of numbers in their lives through their imaginative play and they count, order, measure and recognise similarities and differences with increasing understanding. Mathematical language is now taught specifically, after teachers' analysis showed this aspect as an area that required further development. Nursery children are given the opportunity to play number games and count in practical situations so as to support the recognition of numbers. A few children in the nursery recognise simple two-dimensional shapes and recognise primary colours. Resources are used appropriately to match numbers to given challenges such as counting out teddy bears to match given numbers. Reception children use simple mathematical language when singing familiar number songs and using number lines. Children are beginning to use basic mathematical language such as 'big' and 'tall'. Displays encourage understanding of number and reflection on the work done by the children.

99 However, in one of the reception classes, insufficient attention is given to fostering high standards in presentation of work and the more able children are not always given appropriately challenging work. In the other class the teacher uses imaginative games

effectively to develop the children's understanding. Children in both reception classes do not have opportunities for bilingual intervention to deepen or extend their understanding. Although children are supported well, analysis of work shows a lack of understanding of mathematical language, which is preventing children achieving more. Computer programs and homework are used effectively to reinforce number recognition and consolidate understanding of number.

Knowledge and understanding of the world

100 The overall quality of teaching and provision in this area of learning is satisfactory. Although children make satisfactory progress through the Foundation Stage, they are not likely to reach the early learning goals. This is due to the fact that most are at an early stage of learning English. They have difficulty in exploring their ideas in detail and show a lack of confidence and vocabulary to initiate conversation and ask a range of questions. There is insufficient use of bilingual intervention to extend their learning. Children develop awareness of their senses through playing 'feely bag' games and find out the properties of common objects by touching and feeling. They learn the names of the months and days of the week and about changes in weather conditions through the routine of setting the weather chart and the daily calendar. They develop awareness of different religious festivals such as Christmas and Eid celebrations during assemblies. Good use is made of the computer. Children are beginning to develop keyboard skills and can move objects on the screen with increasing accuracy. They use the computer to consolidate their knowledge of letters and sounds; they concentrate well and use the mouse competently. Most children access software programs, entering and exiting at different points of the activity. Many children know that some things are new and others are old. They show a developing awareness of the key landmarks in the immediate locality. They understand that children travel from different parts of the locality they live in by drawing their routes to school. Through stories children are beginning to develop awareness of right and wrong and of people's belief in different religions.

Physical development

101 Teaching and learning are satisfactory. By the end of the reception year, most children will reach the early learning goals and make good progress in this area of learning. The class teachers and nursery nurses help children to develop their skills in catching and throwing by making up simple games with small groups of children. Younger children gain in confidence as they develop their physical skills when manoeuvring and reversing large wheeled toys. They use their feet with growing control in stopping and starting the toys. They show growing awareness of space and others when engaged in energetic outdoor play. Older children make good progress both in floor work and in the use of apparatus. They are beginning to be aware of the need for 'warm up' and 'cool down' exercises. They show regard for safety when helping adults to set up small equipment. They move with growing co-ordination and control. The range of practical activities that teaching provides, like using play-dough and plasticine and making collages, allows children to practise and develop their manipulative skills. Overall, the quality of resources is good and makes an effective contribution to children's learning.

Creative development

102 Children make good progress in this area of learning supported by good teaching. By the end of the reception year most children's attainment will be at the expected level. Children paint, draw and build models from a good range of materials. For example, they make self-portraits and develop their observational skills by applying the same techniques to paint a portrait of a friend. They work with local artists in residence to produce pictures showing Eid celebrations. They explore colour mixing to create shades and tone in the same colour.

Frequent opportunities are provided for singing and music making, which the children undertake with enjoyment. Children's listening skills and mathematical understanding are developed through singing number songs and repeating rhymes. Role-play is used well to develop their imagination by responding to and creating stories of their own and retelling familiar stories such as 'Goldilocks and the three bears'.

ENGLISH

103 Pupils achieve well, overall, during their time in the school. Many start school with little or no knowledge of English and make satisfactory progress in Years 1 and 2, even though standards remain well below average in speaking, listening, reading and writing. Progress in these years would be even better if the strong teaching found in most of the Years 1 and 2 classes was universal. Progress speeds up in Years 3 to 6. This partly reflects the greater ease with which many pupils now speak English. It is also due to the more consistent teaching, which is always at least satisfactory and is mainly good. By Year 6, standards are improving, but are still below average in all aspects of work. Standards compare favourably with those found in schools with pupils with a similar proportion of pupils entitled to free school meals.

104 Most pupils make very good progress in learning to converse in English and are able to communicate readily with adults and one another. They listen well in class. By Year 2, however, there are still gaps in most pupils' knowledge of words so they constantly have to think hard about what words mean. This was seen during lessons, when for example a Year 2 pupil asked what 'narrow' meant. It also affects the pupils' reading, as they are sometimes trying to read unfamiliar words. This happened when a boy came across the word 'peeping', of which he had no understanding. Although pupils' vocabulary is wider by Year 6, and more able pupils are able to explain their ideas well and at length, many pupils are not as fluent. Their answers are often brief and it is difficult to get them to explain their ideas. Teachers are aware that they need to teach new vocabulary and often identify words in their planning. These are not always taught well enough, however. Many lessons include time for pupils to join in discussions led by the teacher, but there are not enough other opportunities for pupils to talk together in order to improve their language skills.

105 In Years 1 and 2, pupils are taught the necessary skills to read simple books soundly. Teaching of reading is consistently good in Year 1, but less consistent in Year 2. More able pupils read quite well for their age, and with reasonable expression. Most other pupils read a range of simple books rather mechanically, though all enjoy reading and most practise at home, reading to parents or siblings. By Year 6, almost all pupils have made good progress and many read a range of suitable texts. Their ability to recognise words, however, is often ahead of their understanding. Not all pupils know when they have misread a word because the context is not meaningful to them. Few pupils read aloud expressively. Year 6 pupils have satisfactory research skills, using dictionaries and indexes and looking up information on the Internet.

106 By Year 2, the more able pupils write simple sentences independently and with a reasonable degree of accuracy. Many others are beginning to record their ideas, but their writing is not always easy to read. This is because their spelling is sometimes odd; they do not always write letters accurately or leave finger spaces between words. By Year 6, pupils have made good strides in improving the accuracy of their writing. Many pupils write at reasonable length. Standards of spelling and punctuation vary, but are mainly satisfactory. Although there are exceptions, the standard of many pupils' handwriting is not good enough. The more able pupils write very competently in a range of styles, spelling and punctuating their work well. Many pupils, however, find it more difficult to write in a lively, imaginative way.

Their writing lacks flair, and they find it difficult to mimic the style of other authors. There are some useful opportunities for pupils to write independently in other subjects, though more could be provided in history and geography in Year 6.

107 Teaching is strong in most Years 1 and 2 classes and this helps pupils to achieve well. Lessons are well organised, lively and interesting. The teamwork between the teacher and teaching assistant in Year 1 lessons is exceptionally good. It ensures that pupils' learning is checked constantly and changes made where necessary. Less consistent teaching in Year 2, however, has an impact on standards overall. The weak teaching is a result of poor management of the pupils and work that does not stretch them enough. This results in some time being lost and pupils paying less attention than they should to their work.

108 Teaching is good, overall, in Years 3 to 6. Most teachers expect pupils to behave well and work hard, and they do. Learning is purposeful. Pupils know what they are expected to learn. The 'active whiteboards', which are a big technological advance on blackboards, are used well to show pupils how to do things. They are particularly useful when they are used to move images and text around, as in the Year 5 lesson on instructions. Such work interests and motivates pupils. Teaching assistants support pupils satisfactorily, including those identified as having special educational needs, usually when they work in groups to tackle different tasks. They do their best to help pupils who find learning hard, and this usually keeps the pupils working. Very few assistants, however, have been trained in methods of teaching reading and writing, or in how to manage any difficult behaviour. This limits the effectiveness of their work overall.

109 The joint co-ordination of English is good. The co-ordinators have a good awareness of the strengths and weaknesses in pupils' learning. They have checked teachers' planning and suggested areas for improvement. They do not, however, have the chance to work with colleagues in their classrooms to help them to improve their teaching. Two new initiatives are likely to bear fruit. The first is a computerised method for checking pupils' progress and identifying any underachievement. The second is a new method of national planning that is being tried out by the co-ordinators, who are very open to new ideas. Resources, including reading and library books, are good. The rebuilding has given the school the opportunities to develop a spacious library area in the old school hall, which is intended to help pupils develop their reference skills.

MATHEMATICS

110 National test results for seven year olds have showed pupils' performance to be well below average. Mathematics standards have been very low when judged against schools in similar circumstances. National tests for eleven year olds have also showed pupils' attainment in mathematics to be very low compared with the national average and below the standards achieved by pupils in similar schools. Pupils do less well in mathematics than they do in English or science.

111 Inspection findings agree that standards are well below average. In most classes there is a greater proportion of pupils who are attaining at below average and sometimes well below average levels than is usual. Many pupils are learning English as an additional language and this causes some pupils difficulty in understanding concepts. Younger pupils do not always readily understand what numbers signify in terms of size, or what basic functions such as 'add', 'subtract' or 'multiply' mean. Some lower attaining older pupils remain equally unsure, for example about whether the result of a subtraction should be 'bigger' or 'smaller' than the starting number. The ablest pupils in each class, however, understand and retain their learning securely. The majority of pupils achieve satisfactorily

given the added challenges they meet in acquiring or extending their knowledge of English as an additional language. Younger pupils' knowledge and understanding of mathematical concepts have begun to improve as a result of better teaching that takes greater account of their language needs. Pupils also achieve well in Year 5 where teaching is strong. No significant differences exist between the attainment of boys and girls.

112 By Year 2, a significant difference in achievement is evident between the two classes. When they left Year 1, both classes' achievements, from a very low base when they started the year, had been good. One class observed has maintained this momentum and pupils are still achieving well. In this class the teacher has very good knowledge and understanding of how to make data handling understandable for pupils. For example, these pupils accurately collect data about their favourite pizzas and represent their findings with coloured blocks. The more able pupils know that graphs need a title and labels for their axes. The other class is learning much less well, with pupils' restless, inattentive behaviour and poor listening skills greatly detracting from their learning and pupils have not progressed as well as they could have done.

113 In addition to insecure mathematical concepts, a significant minority of pupils in all years has difficulty with understanding the language involved in the word-based problem-solving aspects of the subject. Teachers are very aware that this is a weakness and generally allow for it sensitively in the problems they set.

114 In Year 6 most low attaining pupils can slowly do addition and multiplication of two-digit numbers in their heads. About half of these pupils can identify key words in a sum such as "I have £38 to spend and spend £16 – how much is left?" Not all of these pupils understand the word 'reduced'. When patient teaching clarifies this issue, some do not yet possess the secure concept that if we take something away from a number, the result will be smaller. In mental calculation sessions with the more able pupils in Year 6, many pupils are too slow in their working out, sometimes setting them out confusingly and thus getting answers wrong in written calculations. A significant minority of Year 6 pupils often do not recognise the relationship between numbers, for example that 17 is half of 34, and some of the more able pupils feel that to take 300 away from 745 in their heads is very difficult. Pupils' learning is not helped by the layout of the classroom where it is difficult for pupils to work practically in groups.

115 Teaching and learning in mathematics are satisfactory. In individual lessons and classes, the quality of teaching varies with some good and very good teaching and one excellent lesson was seen. Planning properly reflects the government guidelines. In their efforts to improve pupils' learning teachers have revised and modified the curriculum frequently. In addition to planned work for pupils of different abilities, most teachers find a great many very simple ways to cover the same ground to enable pupils to learn. Teachers motivate pupils well and class management is usually strong, so pupils concentrate well in lessons, especially as they get older. Pupils are better at the group work, where, working with other pupils, they learn more effectively. This good group work is a feature of many lessons. Generally pupils' attitudes and behaviour are positive and they try hard to succeed at a subject which is very difficult for most of them. Where teaching is good or very good, pupils are reaching standards in mathematics that are commensurate with their underlying abilities.

116 Extra classes in Year 6 are used effectively to promote the understanding of pupils who might fail unnecessarily, but could usefully be started earlier to give pupils a better chance of success. The school does not provide similar opportunities for the few abler pupils to show what they can do and so raise the aspirations of others.

117 The two co-ordinators of mathematics have worked hard and are rightly concerned that all the help, advice and resources invested in the subject have not led to higher attainment. However, the time allocated to mathematics is not as high as that allocated to English. They currently have no opportunity to monitor the quality of pupils' learning in class, but need this opportunity if they are to identify accurately which teaching strategies lead to best learning and why. With such a low starting point, pupils need teaching which is consistently better than satisfactory, to pull up their standards sufficiently to match the expectations for their ages. There have been successful events for parents, to enable them to understand the mathematics curriculum better, so that they too can help their children with this subject.

118 Teachers do a great deal of checking of what pupils know, understand and can do. They use a computer programme and traditional checklists to help them. These programmes identify which pupils are lagging behind others in the class, the areas where they have particular problems and set targets for future improvement. Progress in mathematics is monitored through school using numeracy trackers.

SCIENCE

119 In the 2002 national tests the results achieved by eleven year old pupils were below the average standard when compared to all schools nationally, but were on the same level as that of similar schools. When teachers checked how well pupils aged seven were doing, they were below the levels of other schools. Inspection findings agree with these results. Pupils achieve appropriately.

120 The co-ordinators have identified the need to make better use of practical activities in lessons. There are signs that this development alongside the good teaching seen during the inspection is having a positive effect on the progress that the pupils are making in their learning. However, when the pupils are asked questions in science lessons they often have difficulty in understanding the meaning of some of the scientific words and phrases used and this affects their ability to develop and show their knowledge in the subject.

121 In the two very good lessons seen in Year 1, pupils were learning about the properties of different materials. They explored how magnets attract certain objects, which are made from steel, for example paper clips, but not others such as plastic. They were also finding out why materials are used for different purposes. They understood that different types of glass are used in windows and were beginning to use the words 'transparent' and 'translucent' to accurately describe the properties of the glass. In the Year 2 lessons, pupils were discovering which materials, for example wood or glass, will conduct electricity. They were able to construct a circuit using wire, a battery and a light bulb to test the materials. In conversation, they had a satisfactory understanding that plants grow from seeds and were able to name the parts of plants, for example the stem and leaves. The pupils understood that plants need water and light to be able to grow.

122 By the time the pupils reach Year 6 they understand that by changing the number of batteries in an electrical circuit or the thickness of the wire connecting the components that this would affect the amount of light given out by the bulb. When talking to pupils in Year 6 they showed a sound understanding and knowledge of a wide range of scientific facts they have studied during their time in the school. They described in detail the function of the heart and a more able pupil could explain that the arteries carry blood containing oxygen to various parts of the body. They talked confidently about solids, liquids and gases and how to use filtration and evaporation to separate different substances. Pupils in Year 3 were fascinated by what would happen when an elastic band was used to propel a model car. They were

encouraged to predict what would happen if the elastic band was stretched further. In a Year 3 lesson pupils learnt about a different type of force by seeing how far springs would stretch and in Year 5 lesson pupils discovered what the effects of exercise had on their heartbeat, by running for two minutes and then recording their pulse rate.

123 In the lessons observed, teaching is good overall with examples of very good teaching in Year 1. In all the practical investigations that were seen the resources to support the activities were well prepared. The teachers use good ongoing questions to maintain the pupils' interest and concentration. The pupils respond positively to the group work in practical lessons. From Year 1 to Year 6 they are encouraged by the teachers to predict the possible outcomes of their investigations; for example, a pupil in Year 6 predicted that if the wire in a circuit is thicker then the light from the bulb will be dimmer. However, following a practical lesson the pupil discovered that the bulb was actually brighter. In a Year 1 lesson the teacher asked the pupils if they could suggest a more scientific word to replace the word 'stick' when talking about the characteristics of a magnet. One pupil thought for a while and made a good attempt by replying with the words 'a tractor' instead of 'attract'. When working in groups, pupils of all ages behave in a responsible and mature way and are keen to listen to the opinions of others. The work is well structured to meet the needs of all the pupils. The more able pupils could be challenged further if they were presented with more opportunities to develop their independent research skills, for example, to discover more information about the topic they are studying through the use of the computer in the classroom.

124 The co-ordinators have introduced a system of checking pupils' achievement, which is linked with a nationally recognised scheme of work. This requires further development in order to identify the needs of individual pupils. The teachers are beginning to use this information appropriately to identify strengths and weaknesses in teaching and learning. The present focus is to continue the more consistent approach to the teaching of practical investigations across the year groups, to produce examples of pupils' work to illustrate different standards and to ensure that the relevant scientific vocabulary is taught to all the pupils. There is good management of the subject and resources are well organised.

ART AND DESIGN

125 Standards in art are lower than usual and achievement is unsatisfactory. Although only two lessons were observed, this judgement has been reached by looking at all pupils' work on display, looking at work in sketchbooks and talking to Year 6 pupils. The upheaval caused by the building programme is one of the main reasons why standards have been seriously affected; for example, pupils have had little experience in working with clay.

126 By the end of Year 2 pupils have learnt about colour and sequences of colour. Year 1 pupils paint portraits inspired by Picasso, Van Gogh and Jawlensky. Their work with silhouettes, white on black and black on white, is very effective. Use of the Clipart program gives them an introduction to the use of ICT in art. From the outset, tasks are sufficiently open ended to allow pupils with special educational needs to be involved, but without some in-depth teaching of skills they will not make better progress.

127 By the end of Year 6 pupils have learnt to form patterns with geometric shapes. Flower collages are colourful and sketches often support history studies. Occasionally, tasks are far too difficult for pupils, and teachers' explanations do not go into sufficient depth to allow pupils to learn easily. For example, when younger pupils work together on a group picture containing several figures in a composition they have little understanding of how to draw figures in certain positions and in relationship to each other. Tasks such as these give a clear indication that pupils' knowledge and understanding of space and shape are weak. Very

few pupils have a clear understanding of a colour wash. One or two pupils, who are particularly talented, have very good observational drawing skills and use shading techniques very effectively. However, this is the exception rather than the rule. Most pencil drawing is of poor quality, although girls are usually more accurate than boys. Pupils are taught to mix their own powder paints from the time they enter school, but there is a tendency for them to use ready mixed paint as they get older, which does not allow them to develop their skills. When questioned, a number of pupils in Year 6 were unable to name an English artist. Of all other artists whose work they had come into contact with, they could only name Van Gogh. They were unaware of the processes involved in Batik. They thought art was simply drawing and painting and only half of the pupils questioned had worked with clay.

128 Teaching and learning are unsatisfactory overall. Some marking is helpful and clearly informs pupils how well they are achieving and what they need to do to improve. Some work is simply ticked and occasionally includes a short comment like "Well done". Work in sketchbooks often does not have a title or date, so that progress can be tracked. There is no clear system for recording the progress pupils are making and how this might affect what they will be asked to do at a later stage. Pupils do not experience a wide enough range of activities, despite being receptive to new ideas and showing a great deal of enthusiasm for art. A few cross-curricular links, mainly in mathematics, history and ICT, are underdeveloped.

129 The co-ordinator is providing satisfactory leadership. She has already identified the need for continuity in the provision. There is no opportunity for teachers to share the good practice that is evident in her work. As a full-time class teacher, there has been no opportunity for her to look at other teachers' lessons and to give them the benefit of her expertise. Satisfactory resources are being increased and upgraded. The school makes good use of the skills of a local artist who visits from time to time and there is access to the Bradford Museum Loan Service. Work displayed around the school is well presented, but does not always give an indication of who was responsible, so that interested adults can track the development of pupils' skills as they move through the school.

DESIGN AND TECHNOLOGY

130 During the inspection only two lessons were seen. By looking at the pupils' work, the records of teachers' planning and displays around the school, it is clear that there are appropriate opportunities being offered to develop the pupils' knowledge and understanding in the subject. Overall, the standards that pupils reach are in line with other schools nationally and all pupils make satisfactory progress.

131 By the age of seven, pupils devise and follow instructions to make a cheese and salad sandwich. They are able to spread the margarine on the bread, place the cheese, lettuce, cucumber and tomato in the correct place and cut the sandwich in half. Pupils have designed a satisfactory range of puppets, for example finger and stick puppets. They have also drawn their own patterns to make a glove puppet. Pupils in Year 1 have visited a local park to look at the design of playground equipment and then made their own satisfactory models in the classroom. They have designed and made model houses and experimented with different ways of fastening the roof to the walls.

132 By the age of eleven, the pupils have considered the various designs and costs involved in packaging articles. They have made and sold biscuits to members of staff and held a competition to design and make a sandwich for a specific purpose. The winning design was a sandwich to be eaten at a football match. Pupils have good knowledge of how to test materials, for example plastic and polyester, to discover which is the most water resistant and strongest to cover a shelter. In Year 5 pupils have conducted a survey and

drawn graphs to illustrate the most popular type of bread. In Year 4 lesson the pupils have considered the type of material that is best to make a purse and during a lesson they decorate the cover of the purse with different types of stitching, for example blanket and cross stitch.

133 The beginnings of lessons are used well to prepare pupils for the activity and to link what they are to do with previous learning. Teachers correctly emphasise the safety aspects of using knives or needles and this helps pupils to learn safely. All the pupils show very good levels of concentration and interest in the activities, for example when sewing the design on the purses. They work well in groups and help one another; for example, one pupil helped another with special educational needs by threading the needle.

134 The co-ordinator states that the introduction of a nationally recognised scheme of work has created a better structure to the content of the lessons across the classes. The continued development of methods of recording pupils' work will help in the planning of activities as they move from class to class. There is a satisfactory amount of suitable resources to support the range of practical activities in the subject. The co-ordination of the subject is satisfactory.

GEOGRAPHY

135 Pupils' attainment in geography at the ages of seven and eleven matches the expectations for their ages. The pupils' curriculum is arranged appropriately, so that they develop a secure sense of where they are in relationship to other places.

136 When they are young they learn about an increasingly wide local environment, the classroom, the playground, the local streets and so on. By Year 2, most pupils can give directions and describe routes between one local place, for example the school hall, and another, such as their classroom. They have the skills they need to compare their environment in Bradford with others. This was seen in a Year 2 lesson about Australia, where pupils knew about differences in climate, in resources such as gold which can be found there and about some characteristics of the indigenous people. Year 2 pupils interpret information and make graphs, for example about places they would and would not like to visit on a trip to Australia, explaining their choices.

137 As pupils get older, their history and geography studies become increasingly distinct. This is very helpful in developing their understanding of discrete geography skills such as mapping. By Year 6, pupils' attainment in geography skills is in line with expectations. This represents good achievement for most, considering their low underlying skills in areas such as mathematics and language. This achievement is helped by good, practical, investigative work, such as recent traffic and pedestrian surveys in the local environment in Year 5. These have led to very good learning in this class. The link with mathematics seen here is also useful in reinforcing pupils' understanding of the use of mathematical data in other subjects. Pupils' fieldwork trips to local water-courses are also very helpful in setting their learning in context.

138 Overall, teaching is satisfactory, with some good and very good teaching observed, and this has led to good achievement for some pupils. Lessons are well managed so that learning proceeds smoothly. Teachers make good use of computerised whiteboards, for example to show older pupils details on large-scale maps. Computerised procedures for checking what pupils know and understand are in place in Years 5 and 6 and could now be extended to lower years. Teachers enjoy the subject and pass on their enthusiasm to pupils. They plan lessons to be interesting and engaging, effectively using pupils' knowledge and

experience of distant places such as Pakistan. They extend the known into the unknown at appropriate stages in pupils' lives, so that Year 2 pupils, learning about Australia, understood that this place is very far away, further than Pakistan, for example. The effect of specialist teaching in Year 6 is to create unusually firm understanding of skills such as map-work, as a preparation for these areas of the geography curriculum when pupils go to secondary school. Pupils learn well through these experiences and are keen on the subject. Their attitudes and behaviour in all but one lesson, in Year 2, are a positive contributory factor in their good achievements in geography.

139 The subject is managed well. The co-ordinator could now usefully extend assessment procedures to lower age groups to establish where younger pupils are in relationship to National Curriculum levels.

HISTORY

140 By the age of seven years pupils achieve as expected in history, but by the age of eleven standards are lower than usual. Progress is satisfactory, but is limited by some pupils' lack of understanding of the words they need to discuss and write about the subject.

141 In Year 2 many pupils can give good reasons why Grace Darling set out to rescue the shipwrecked sailors. The most able pupils appropriately describe Grace Darling as 'caring' or 'brave' and imagine how she felt as she rowed across the cold, dark sea. When writing about Florence Nightingale's life the more able pupils select the most important reasons for remembering her life. They do so in good detail. The least able pupils find difficulty in remembering the correct words to talk and write about the subject because they are still learning English. Pupils understand that the events took place a long time ago.

142 In Year 6, when given the choice of two written statements, most pupils correctly identify the similarities and differences between life in Sparta and Athens. The more able pupils are beginning to use terms such as 'dictator' and 'democracy' correctly when talking about government. In discussion pupils could explain the basic facts about Henry VIII and his wives, but knew little else about the Tudors. Pupils do not have a sufficiently clear sense of how the periods they have studied fit together.

143 The quality of teaching and learning is satisfactory. Teachers write clear plans for each lesson and identify important words that they plan to teach. However, some teachers are more successful than others in teaching, and expecting pupils to use, these important words. Teachers use a good range of strategies such as teaching the whole class, small groups and individuals to support pupils' learning. However, learning would be improved in some classes if teachers gave pupils more opportunities to talk to a partner and practise their answers before whole class discussion, or groups of pupils brainstormed and recorded their answers as a group. Teachers make good use of the new computerised whiteboards as when Years 3 and 4 pupils were shown examples of Roman mosaics and when Years 5 and 6 pupils were shown an efficient method of tackling a worksheet. Homework makes an effective contribution to pupils' learning, for instance when the oldest pupils were given a holiday project on the Greeks.

144 Usually lessons are managed well and relationships are at least good. This lets lessons proceed smoothly and pupils show interest and concentration on their tasks. However, occasionally behaviour management is not good enough, as in one Year 2 class, and the general noise and calling out of answers delays all pupils' learning.

145 Leadership and management are satisfactory. The teacher responsible for the subject is relatively new to her post, but is keen and is already making an impact on pupils'

learning, for instance by sorting out the sequence of topics taught. The way in which pupils learn is well supported by visits to interesting places such as Hadrian's Wall and nearby Olicana and the co-ordinator is looking for additional places of interest to visit. Resources are sufficient; all classes have posters and photographs appropriate to the current topic.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

146 By ages seven and eleven standards are lower than is usual. The school has recently markedly improved the number and quality of computers for pupils to use on a regular basis. It now has a dedicated computer room that means that classes are taught, and practise their skills, together. The building work has delayed pupils' skill development, but at present pupils achieve satisfactorily.

147 By age seven about a third of pupils log on confidently and independently to access the program which they require. They start off their task independently. These pupils know all about the various features of the keyboard and toolbar, although they do not always know the correct vocabulary to describe them. Other pupils need considerable help to access the program and start the task. The majority of pupils can highlight the first letter of a sentence and change it to a capital letter. Two more able girls used the knowledge they had gained in an English lesson to do this task with a good regard to punctuation.

148 By age eleven most pupils in one class log on independently. They put together a multi-media presentation about the river of their choice. The few talented pupils have produced suitable sound effects on each page and text that drops onto the screen from all angles. The majority of pupils in one class insert relevant pictures into previously pasted text. However, some pupils struggle with the task although they have the necessary computer skills. For instance, they cannot understand all the words in the text that they have copied about fish in a river and so they paste in a picture of a big cat. Planning for the parallel class shows that the majority of the class are very dependent on adult support to perform similar tasks.

149 The quality of teaching and learning is broadly satisfactory for the younger pupils and good for the older pupils. The basic skills of using a computer are taught effectively. The older pupils are grouped together and taught by ability and this helps teachers to match tasks to their skill levels. Teachers' knowledge and understanding of the subject are variable because they have not yet completed their training. In some younger classes teachers play too safe and provide activities which do not stretch the more able pupils who complete the exercise quickly and are then given a similar task to do. Most pupils enjoy their time in the computer room and girls and boys collaborate well with each other. More able pupils are willing to give advice and support to other pupils. However, the room is small for the number of pupils and not all pupils can see the computerised whiteboard from their chairs. Where lessons are well managed, teachers have effective strategies to gather pupils together and send them off to the computers, but in other lessons time is lost when this happens. Homework is well used to support pupils' learning, as in Year 5 when pupils are given a worksheet where they have to explain how to access and use a specific tool.

150 Leadership and management are good. The teacher responsible for the subject provides a good role model for other teachers and until recently taught ICT throughout the school. This has given her a good awareness of standards. Resources are good; the school uses its nine computerised whiteboards effectively to enable pupils to learn in all subjects. There is now a computerised system to check what pupils know, understand and can do.

MUSIC

151 Although standards are lower than usual at the end of Year 2, they are at expected levels by the end of Year 6. Overall, pupils achieve satisfactorily during their time at school, but do not make satisfactory progress in the infants.

152 Pupils make satisfactory progress in Year 1, but this is not built on sufficiently in Year 2. In Year 1, for example, pupils sing enthusiastically and keep a steady beat when they sing songs that are related to time, for example the 'tick tock' beat of the clock. They clap simple rhythms, keeping a good eye on the teacher. With help, some strike chime bars in time. The quality of pupils' singing is not always as good in Year 2, where some pupils are not keen to join in. They begin to recognise higher and lower notes, but their singing is not always as tuneful. They do not strike the chime bars with much more precision than the Year 1 pupils do. They perform best when singing simple songs in two parts, becoming more involved as they try to keep to their own part.

153 Pupils make good progress from Years 3 to 6. Year 4 pupils, for example, sing words clearly and reasonably well in tune, following the teacher's instructions to sing softly or loudly. More able pupils know that there are five notes in a pentatonic scale and eight in a normal scale. They are beginning to describe how well they perform, using the words 'sweet' and 'calm' to describe their singing. By Year 6, pupils have learnt to sing and play Asian music, using keyboards, percussion instruments and tablas. A class performed a song, which had been specially written for Eid by the visiting teacher, very well. They showed a good level of awareness of each other's contributions, and enjoyed playing together.

154 Overall the quality of teaching and learning is good, but it is satisfactory in Years 1 and 2. Very few teachers are musicians, and a visiting pianist helps them in Years 1 to 4. This works well when there is a good partnership between them, with each doing what they do best. Teachers do not always spend enough time rehearsing the words of songs, teaching the tune, or encouraging the pupils to talk about their own performance. Years 5 and 6 pupils are mainly taught by the visiting teacher, who specialises in Asian music, and who inspires them to do well. Current standards are achieved even though these lessons only take place every other half-term and there are not enough instruments to allow all pupils to play together. Class teachers play their part well by joining in with the music and encouraging pupils.

155 Leadership and management are satisfactory. The co-ordinator has good musical expertise and is trying out a new scheme that will be easier for teachers to use. However, music has not been a priority for development in recent years and the co-ordinator has not had the chance to use her skills to help her colleagues to become better teachers. The use of peripatetic teachers strengthens teaching considerably. The teaching of Asian music motivates the pupils and helps their cultural development.

PHYSICAL EDUCATION

156 Standards throughout the school in physical education are at the expected levels. In a minority of lessons standards are below average. This is due to pupils' lack of attention and failure to listen carefully to instructions. In these lessons pupils learn very little and appear to have little prior knowledge of the activity being taught. Because tasks are sufficiently broad to allow all pupils to participate at their own level, those with special educational needs make

satisfactory progress. However, pupils with particular talents are not always extended as well as they might be.

157 By the end of Year 2 pupils can throw accurately for height and distance in games. Lively teaching in Year 1 motivates pupils and challenges them appropriately. They are able to march in time to songs they have recorded themselves. In dance, music is interpreted well as pupils reproduce the movements of a clock using a range of body parts. Pupils are beginning to understand the basic ideas of composition. In extra-curricular cricket, outside coaches develop pupils' batting and fielding skills.

158 By the end of Year 6 most pupils can dribble a ball in hockey. They understand how to hold the stick correctly although a few still try to play with the wrong hand at the top. Most girls find it difficult to dribble a football with control. This is because they do not keep their heads over the ball. Most can kick a stationary ball accurately at a goal, but the accuracy diminishes when they try shooting with a ball that is moving. In dance, pupils interpret music well. Most make good use of space and they use their own ideas when planning their dances. All pupils understand why it is important for them to warm up before they take part in any physical activity. Although swimming was not observed, pupils from Year 5 attend on a regular basis.

159 The quality of teaching and learning is satisfactory. Occasional good teaching enables pupils to enjoy their work and develop a good understanding of basic skills. Good class management and discipline contribute to some good behaviour and a clear focus on learning. The commitment of a number of teachers helps to motivate pupils who clearly enjoy their work and support one another well. When time is used effectively throughout lessons, pupils are given the opportunity to comment constructively on their own and others' performance and this aids their learning. In one Year 5 a video was used effectively to enable them to do so.

160 Although co-ordination of the subject is satisfactory, there is still a lot of work to be done. Not all teachers are using the new schemes of work and this leads to inconsistencies in what pupils are taught. Having a full-time teaching commitment does not allow the co-ordinator to keep a check on what is being taught so there is no systematic development of the subject throughout the school. As yet, there are no procedures in place for determining how well pupils are achieving and recording this information to improve future learning. Good use is made of a sports co-ordinator who works in a number of primary schools. She comes into school from time to time to teach a variety of activities. She makes a valuable contribution to pupils' learning as well as teachers' expertise. Resources for physical education are adequate and are used effectively. A new hall has recently been built, but this does not contain any climbing apparatus. Although the school has use of a field during the good weather, it is a communal facility with all the hazards caused by dogs and broken glass. The hard play area, one part of which has recently been constructed, has no markings to allow pupils to play team games.

RELIGIOUS EDUCATION

161 Pupils' standards in religious education are at the expected levels for their ages throughout the school. The school follows the recently published guidance from the local education authority on what should be taught in religious education, which suits pupils' needs well. Most have strong reinforcement for the religious aspects of life from their experience outside school. Their understanding of Islam is often good, forming a secure underlying basis from which to learn about other world religions.

162 Given that many pupils are still extending their knowledge of the English language, they achieve well in religious education. In a lesson about festivals in Year 4, for example, pupils were confident to ask sensible questions which helped them to understand differences and similarities between the Islamic Eid festival, Hindu Diwali celebrations and the Christmas festival in Christianity. Good use of the electronic whiteboard presentations of real celebrations in progress, helps pupils' understanding, because they can see similarities such as the use of lights and of people eating special foods in communities at festival times. A Year 5 lesson about symbols showed pupils able to understand satisfactorily the symbolism involved in different Christmas traditions. By Year 6, pupils' understanding of Islamic behaviour codes, for example about notions of dress and modesty, are well grounded. They generally understand that moral codes are common across religions, admitting that some of their own behaviour does not always quite conform to the ideal. These older pupils recognise that fighting, rudeness, lying and so on contravene moral as well as religious codes.

163 Pupils' attitudes towards religious education are good. They listen well and sustain a high level of interest and concentration. In an assembly for younger pupils, which was a preparation for the Christmas story, pupils were also interested and attentive. The Eid assembly was a very effective illustration of the fact that the school is a focus for the community on occasions such as this, with families and visitors well represented in the audience. Religious education contributes very effectively to pupils' spiritual development through the curriculum and through events such as these assemblies.

164 Overall teaching and learning are satisfactory. No direct teaching of religious education was seen in Years 1 or 2, but examination of pupils' previous work shows teaching and learning to be sound. In other years, teaching and learning are often good, with a very good lesson observed in Year 5. Teachers are very sensitive to pupils' own religious backgrounds and use these well to explain the other faiths which pupils study. Strong links between religious education teaching and pupils' PHSE studies make these connections in pupils' minds effectively. Teachers' knowledge and understanding of the curriculum are secure, and they can turn to the co-ordinator for advice when they require it.

165 The co-ordinator has developed a simple, effective system for checking what pupils know and understand, which teachers are about to use across all years to establish pupils' understanding and learning of aspects of the subject. The management of religious education is good and the subject has become an important area in the school, which is well supported through the assemblies and other events.