

# INSPECTION REPORT

## **TEMPLE PRIMARY SCHOOL**

Manchester, Cheetham

LEA area: Manchester

Unique reference number: 131202

Headteacher: Mrs K V Morton

Reporting inspector: Margot D'Arcy  
23158

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> March 2003

Inspection number: 252932

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Smedley Lane  
Cheetham  
Manchester

Postcode: M8 8SA

Telephone number: 0161 2051932

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Appropriate authority: The governing body

Name of chair of governors: Councillor Martin Pagel

Date of previous inspection: April 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23158	Margot D'Arcy	Registered Inspector		What sort of school is it? The school's results and pupils' achievements. How well pupils are taught? How well the school is led and managed? What should the school do to improve?
11096	Margaret Davie	Lay inspector	Educational Inclusion	Pupils' attitudes, values and personal development How well the school cares for pupils. The school's partnership with parents.
23276	Margaret Mann	Team inspector	The Foundation Stage Music Religious Education	
11528	Mike Wainwright	Team inspector	Mathematics Geography Physical education	The quality of learning experiences
25359	Peter Crispin	Team inspector	Science Information and communication technology History	
20970	Irene Wakefield	Team inspector	English Art and design	
27635	Diana Cinamon	Team inspector	The provision and standards achieved by pupils with English as an additional language. Special educational needs Design and technology	

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

### **INFORMATION ABOUT THE SCHOOL**

This very large multicultural primary school caters for 505 boys and girls aged between 3 and 11. Almost all are from minority ethnic groups, mostly of Pakistani and Arabic heritage; there are five refugee pupils. A very high proportion (98 per cent) speaks English as an additional language, with approximately half of these at an early stage of English language acquisition. Whilst the main community languages are Punjabi, Urdu, Arabic and Malay, another 11 languages are also spoken. The proportion of pupils with learning difficulties (29%) is above the national average. Their range of needs includes moderate learning difficulties, emotional, behavioural, speech and communication difficulties, hearing and physical impairments. Five pupils have severe learning difficulties. Thirty-nine per cent of pupils are entitled to free school meals, which is above the national average. Most pupils attend full-time, including 65 nursery children; another 20 nursery children attend part-time. A very high proportion of pupils (up to 40%) enters and leaves the school other than at the normal admission and transfer times. Since the last inspection, pupils and staff have moved into a new school building, which was privately financed as part of a regeneration programme. The school is situated in a socially and economically disadvantaged area. Overall, children's attainment when they begin school is very low in relation to what is expected for their age.

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

This is a very good school where pupils develop well, both academically and personally. While test results are well below national averages, pupils make good progress in response to effective teaching and very good learning experiences. Given their low attainment on entry, with many having limited skills in understanding and speaking English, pupils do particularly well to achieve the standards that they do. Excellent leadership and management provide a clear and successful focus for raising standards and improving provision. The school provides very good value for money.

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

- Excellent leadership and management by the headteacher, senior managers and governors underpin all aspects of the school's work and ethos and are pivotal to its success.
- Standards are above average in design and technology (DT) and well above in art and design.
- Throughout the school, there is good quality teaching and learning.
- Very good learning experiences promote all pupils' academic and personal development extremely well.
- Pupils enjoy school, behave well and forge very good relationships.
- This is a very caring school where pupils are valued as individuals.
- The school works hard at, and is very successful in, keeping parents informed and encouraging them to be involved in their children's education.

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

- The use of information and communication technology (ICT) in class-based lessons.
- The quality of additional teaching support and resources for pupils at an early stage of learning English.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made very good progress since its last inspection in April 1998. All of the points for improvement have been successfully addressed. Teaching is much better, as is the curriculum, attendance and provision for pupils with learning difficulties. Standards have improved in a number of subjects. There have also been good improvements in areas that were already strong such as the provision for pupils' spiritual, moral, social and cultural development.

## 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	E*	D	E	C
mathematics	E	D	E	D
science	E	C	E	A

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

Whilst results in 2002 were well below average when compared to all schools, they were considerably better when compared to similar schools<sup>1</sup>. Inspection evidence shows that, despite standards being below and well below average, pupils are making good progress. The decline in 2002 was linked to a significant number of pupils at an early stage of learning English within the year group, including three newly arrived refugees. Over time, the trend in the school's test results is broadly in line with the national upward trend of improvement. Based on its good knowledge of pupils, the school sets challenging, but realistic, targets for them to achieve in national tests.

Year 2 pupils' test results in 2002 were well below the national average in reading and writing and were very low in mathematics. In relation to similar schools, these results were below average. However, inspection evidence shows that pupils are making good progress and achieving well in relation to their low prior attainment and the challenges that many face in terms of learning English as an additional language. This is also the situation in many junior classes where there is a constant flow of pupils into and out of the school, with many newcomers being at an early stage of learning English. Another important factor that has an adverse effect on pupils' attainment is the extended holidays that are taken during term time. Throughout Years 1 to 6, pupils make good progress in geography, history, music and religious education (RE) and achieve standards that are in line with expectations for their ages. Standards in DT are above average and in art and design, progress is particularly good, with pupils achieving well above average standards. Whilst standards in ICT are below average, pupils are making rapid progress in this subject. However, they do not use their skills to support learning in other subjects. Standards in dance and games are at least average, but in gymnastics and swimming they are below.

Although children in the nursery and reception classes achieve very well in all aspects of their work, standards are still well below expectations in communication, language, literacy, mathematics, and knowledge and understanding of the world by the end of the reception year. In all other areas<sup>2</sup>, standards are generally in line with those expected.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Good. This makes a strong contribution to pupils' learning. The school is a calm and orderly place and most pupils have good levels of self-discipline.
Personal development and relationships	Very good. Pupils are polite and show respect for adults and each other. They accept responsibilities willingly and carry these out sensibly.

<sup>1</sup> This is based on the proportion of pupils entitled to free school meals and does not reflect schools 'similar' in terms of ethnic diversity. However, some adjustment has been made to compensate.

<sup>2</sup> Creative; physical; and personal, social and emotional development.



Attendance	Unsatisfactory, being slightly below the national average, but has improved significantly since the last inspection. Punctuality remains an issue for some pupils.
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## TEACHING AND LEARNING

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

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

Teaching is good. Moreover, inspectors saw a significant number of lessons where teaching was very good and excellent. English and mathematics are taught well, including the basic skills of literacy and numeracy, which, overall, are also promoted effectively in other subjects. The teaching of speaking and listening skills is given a high priority and this is successful in promoting learning in many subjects. Throughout the school, bilingual teachers and assistants play a crucial role in helping all pupils to understand and participate in lessons. However, the quality of specialist support teaching for pupils at an early stage of learning English varies and does not always allow pupils to make as much progress as they could. Overall, other support staff make a good contribution to teaching and learning, particularly for pupils with learning difficulties. Strengths in teaching include teachers' good subject knowledge and high expectations of pupils, which helps them to plan interesting and challenging lessons; relationships with pupils are also very good. These factors motivate pupils to work hard, which in turn supports learning. Another strength is the way that teachers check on how well pupils are learning and use this information to plan work for them and tell them what they do well and how they can improve. Where teaching is less effective, the pace of lessons is somewhat slow. Some ineffective teaching in physical education results from teachers trying to fit too much into insufficient lesson time.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. High-quality learning experiences are provided in a broad range of subjects. A strong emphasis is placed upon promoting basic skills in creative and relevant ways. The curriculum meets statutory requirements but not enough time is allocated to the gymnastics element of PE. An excellent range of activities is provided outside of lessons.
Provision for pupils with special educational needs	Good. Staff are committed, caring and professional in their approach towards supporting pupils' learning. The school is effective in ensuring that pupils are fully included in all that is offered. This aspect is led and managed well.
Provision for pupils with English as an additional language	Satisfactory. Whilst some of the specialist support provided is very effective, the overall quality of provision for pupils at an early stage of learning English is variable. However, the team is new and is in the process of developing its provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Pupils are taught to appreciate the beauty in the world around them, know the difference between right and wrong, interact well with each other and adults, and value and respect people's differences. Staff work continuously to promote pupils' self-esteem and confidence.
How well the school cares for its pupils	Excellent. This is a caring school where pupils are well looked after. There are very effective systems to check on and promote pupils' academic and personal progress.

The school has an excellent partnership with pupils' parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership and management are provided by the headteacher. The deputy headteacher and assistant headteacher play a central role in successfully managing different aspects of the school's work. Subject and most other co-ordinators are effective managers, committed to raising standards and improving provision.
How well the governors fulfil their responsibilities	Excellent. Governors are a committed and effective team and provide considerable support for the school. They bring expertise, experience and quality to their role of critical friend, asking the right questions at the right time. They fulfil all their legal obligations.
The school's evaluation of its performance	Excellent. Senior managers have a clear understanding of the school's strengths and what has to be done to improve. As such, the school has an excellent capacity to succeed.
The strategic use of resources	Very good. Money is used very well to improve provision in many areas. Effective use is made of support staff and ICT is used very well to support administration and assist in the setting of targets to raise standards and support individual pupils' progress.

The adequacy of staffing, accommodation and resources is very good overall. The school does everything possible to ensure it gets the best value from the spending and other decisions it makes. The high budget surplus that has accrued through the private funding initiative is being dealt with efficiently.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The support provided to help their children learn English.</li> <li>• The school's efforts to keep them informed.</li> <li>• Their children like school and behaviour is good.</li> <li>• Teaching and learning are good.</li> <li>• Children are expected to work hard and achieve their best.</li> <li>• Homework is appropriate and there is wide range of interesting activities outside of lessons.</li> <li>• The school is led and managed well.</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime supervision.</li> <li>• A minority expressed concern over provision for religious education (RE).</li> </ul>

Inspectors support parents' positive views. There is some justification about concerns over lunchtime supervision, but the school does all it can to ensure that this is a happy and restful time for pupils. Inspection evidence shows that RE is good, the school follows an up-to-date programme of work that educates pupils about their own and other major world religions. Annual reports about pupils' progress could give more information in some subjects.

## **PART B: COMMENTARY**

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

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

1. On starting school, children's standards are very low in relation to what is expected for their age. Many have very little English and poorly developed first language skills. Whilst all children, including those with learning difficulties, achieve very well in all areas of learning, standards in communication, language and literacy, mathematics and knowledge and understanding of the world remain well below expectations by the end of the reception year. In other areas, children reach the expected standards.
2. The results of national tests taken by Year 2 pupils had been improving until 2002 when they fell significantly. The school has explained the fall in terms of significant disruptions to staffing and high pupil mobility<sup>3</sup>. Inspection evidence shows that whilst standards in English, mathematics and science are well below national expectations, overall, pupils are making good progress. Over time, there are no significant differences between the attainment of boys and girls.
3. Until the fall in 2002, mathematics results had been showing good improvement and science results had been rising particularly well. There has not been any identifiable trend in English results, which have fluctuated up and down since 1998. Generally, this has been because of the variance in English language skills within each year group. Overall, the trend of improvement depicted by the school's test results is broadly in line with that being achieved nationally. Boys have generally performed better than girls in English and in the last two years in mathematics and science. The school's very good analysis of test data has identified the varying achievement of different groups, including the underperformance of Afro-Caribbean and mixed race pupils, and has taken steps to address this issue.
4. Throughout the school pupils are making good progress. This judgement is made taking into account pupils' prior attainment, the high proportion in many year groups who are at an early stage of learning English and the interruptions caused when many pupils are taken on extended holidays during term time. For those pupils who remain at the school from nursery until Year 6, progress is very good, with many achieving average levels. There is a very high proportion in each year group, however, who do not have a history of sustained education within this school or even within this country. This has an obvious impact on pupils' attainment and the school's test results. The minority of pupils who speak English as a first language make good progress. Overall, levels of attainment in different year groups vary, sometimes quite significantly, but mostly in response to the level of mobility. Currently, for example, many Year 5 pupils are working at higher levels than those in Year 6.
5. There is a constant flow of new arrivals, mainly Arabic speakers, in all year groups, many of whom are at an early stage of learning English. While these, and other early-stage English speakers are generally not attaining the expected levels, they are making good progress overall as a result of effective teaching throughout the school. Their progress in the acquisition and basic understanding of English is satisfactory, but varies in response to the quality of specialist support teaching.
6. Throughout the school, pupils achieve well in a range of subjects. In art and design, they make very good progress and achieve standards that are well above average by

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<sup>3</sup> Pupils who join or leave the school other than at the normal admission and transfer times.

the ends of Years 2 and 6. Standards are above average in DT and broadly average for pupils' ages in geography, history, music, RE and the dance and games elements of PE. Standards in gymnastics and swimming are below average due to the way these elements are organised within the curriculum. Although standards in ICT are below expectations, overall pupils are making rapid progress in this subject.

7. Pupils with learning difficulties are making good progress. Their needs are assessed at an early stage, which allows specific and appropriate targets to be set for them to achieve. Clear and appropriate work programmes, together with additional good quality adult support, enables them to achieve well. This represents good improvement from the last inspection. The school has also identified pupils who are particularly gifted or talented. Although development of this aspect is in the early stages, some good progress has been made in making specific, additional, provision to address these pupils' individual needs.

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

8. The high standards found by the last inspection have been successfully maintained. Pupils' very good attitudes continue to be a strength. The enthusiasm with which they approach their work often leads to a very high rate of learning. For instance, in a Year 2 art and design lesson, pupils made very good efforts and were totally absorbed in producing high quality appliqué work. Similarly in a Year 6 mathematics lesson, pupils' enthusiasm and positive attitudes meant that all were ready and concentrating right from the beginning of the session.
9. Behaviour in lessons and around the school is good. There have been no recent exclusions. Pupils are polite and kind and mix well in the playground. They are particularly positive about the new playground organisation because it allows them to take part in games at one playtime and meet with friends and siblings at another. Pupils are often seen walking around, holding hands and enjoying each other's company. In lessons, their good behaviour means that they listen carefully to teachers and try hard to do what they are asked. A minority has not yet developed good enough work habits to maintain concentration when working independently and so occasionally disturb others and do not learn as much as they could. However, many have developed positive, studious natures, additionally encouraged by their evening lessons at Mosque or Arabic school. At times this also results in many pupils being very tired the next day and sometimes passive in lessons.
10. Pupils' personal development is very good. They respond very well to the many strategies the school uses to help them become mature and responsible. For example, they take their jobs around class and the school seriously, acting as register and milk monitors and helping in assembly. The school council thinks seriously about how it can help to make school a better place and was instrumental in suggesting the changes that have been made to playground organisation. As a result, there is now a designated area for quiet play, a games area and a ball playing area. All feel this has led to a greater degree of harmony when pupils are outside.
11. Pupils in Years 5 and 6 are impressive when talking about their roles on the Friendship Squad. They help to maintain friendly relationships in the playground by ensuring that everyone has someone to play with and by providing peer-support for small misunderstandings. So eager were the pupils to help with this programme that nearly everyone in Years 5 and 6 applied to be part of the squad. They rose well to the rigorous application process, and those that demonstrated the best games and negotiation skills were selected and trained. Pupils who did not quite make it through the first screening are still very enthusiastic and there is a long waiting list to help out. Throughout the school, pupils are extremely mature about sharing and celebrating

their own cultural and religious traditions. For example, during the inspection, many Year 3 pupils proudly showed their own beautiful, traditional clothes and recited prayers in their home languages.

12. Relationships are very good throughout the school because of the excellent systems that are in place to foresee and deal with any potential problems. Pupils and staff have taken the school's motto, *'All different, all equal'* to heart. They show admirable tolerance of others because of the clear messages they receive about how everyone deserves respect and understanding. Although there are recorded incidents of occasional inappropriate behaviour, such as bullying and racism, none was apparent during the inspection. Moreover, all pupils are very clear about what to do if they feel they have been treated poorly by other children and happily confirm that there are few such incidents.
13. Although attendance remains slightly below the national average, there has been a remarkable improvement since the last inspection. Clear systems are now in place to ensure that parents get their children to school regularly, although punctuality still needs to be improved. Unauthorised absence is about the same as is found nationally. Factors identified by the last inspection as adversely effecting attendance are still significant. The school remains sensitive to important religious festivals of the pupil community, which means that many miss some time during the school year for religious observation. Additionally, some continue to be taken for lengthy family holidays abroad, often for much longer than the ten days that the school can authorise.

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

14. The overall quality of teaching is good and has improved significantly since the last inspection. During the inspection, 96 per cent of lessons were satisfactory or better, with 47 percent good, 28 per cent very good and six per cent excellent. Of the three unsatisfactory lessons, two were in PE where limited time for teaching was a contributory factor.
15. Teaching in the nursery and reception classes is very good, with all staff working as a mutually supportive team. Teachers have a very good understanding of the way in which young children learn and plan a wide range of relevant and practical activities that meet their needs and capture their interest. The wide variety of activities, including play, is thoughtfully organised to promote simultaneous learning across a range of areas. Teachers work very hard to ensure that all children have the same opportunities to experience everything that is offered. Bilingual assistants and other support staff make a very effective contribution to helping children understand and take part. There is a good balance between child-chosen activities and those led by teaching staff. Staff intervene effectively and continuously to encourage skills of speaking, listening and personal and social development. Basic skills of literacy and numeracy are constantly promoted throughout the day. The teaching provides children with a very good start to their education.
16. Whilst there is some variation between classes in Years 1 to 6, good teaching is seen in all subjects and in all year groups. Literacy and numeracy skills are taught well in specific lessons and are also promoted effectively in other subjects, although higher attainers might be expected to record more than they do in subjects such as history and RE. The setting<sup>4</sup> arrangements in English, mathematics and science are working well, enabling teachers to match work closely to pupils' needs. This is promoting good learning and improved standards. Another strong feature is the way that teachers

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<sup>4</sup> Grouping pupils for teaching on the basis of their attainment.

promote pupils' speaking skills. They provide good opportunities for pupils to work collaboratively, discussing their views or how they will tackle work and expecting them to explain their work to the class. Speaking skills are also very effectively promoted in lessons such as art and design, DT and music, where pupils are required to verbally evaluate their own and others' work. A whole-school approach to using drama to promote speaking is working well and is also helping to raise pupils' self-esteem. The use of ICT to support learning across the curriculum is at an early stage of development and is currently underused. However, the school has already identified this as a priority for improvement.

17. In Years 1 to 6, the most effective lessons are characterised by a number of common features. These include teachers' high expectations, their good subject knowledge, and a large proportion of direct teaching. In the best lessons, teachers never stop teaching, moving from explaining and demonstrating to the whole class to intensive work with smaller groups, whilst maintaining a good overview of the rest of the class. Learning objectives are shared at the beginning of lessons and constantly referred to throughout as well as at the end. This ensures that pupils remain focused on what they have to achieve and helps teachers and pupils assess progress and to understand what needs to be done to improve. Teachers use ongoing assessment very well to set pupils' individual targets, which are reviewed and changed regularly. They also make effective use of assessment information to modify their questions and future lesson plans so that more challenge is provided for pupils who are coping well and more support is given to those who find the work difficult.
18. A brisk pace underpins the teaching of many successful lessons. Teachers manage time well, achieving a good balance between instruction, explanation, and opportunities for pupils to work independently. The very good relationships that exist between teachers and pupils also promote effective learning. Pupils really like and respect teachers and want to please them. They rise to the high expectations set. Teachers work hard at helping pupils to understand how well they are learning. Class and group targets are displayed in classrooms so that pupils know what they have to achieve to attain the next level. 'Challenge Books' for pupils with learning difficulties also give them good opportunities to participate in the assessment of their own progress. The marking of pupils' work is very good. There are symbols that tell pupils when they have partly or fully met the learning objective and comments that help them to understand and maintain their progress. Consequently, pupils see their own success and are enthusiastic to learn more. Teachers make good use of homework to support the work done in class.
19. Pupils new to English benefit from the overall good teaching in the school and from first language support from bilingual teachers and assistants. Early-stage English speakers also receive specialist teaching from the Ethnic Minority Achievement Support (EMAS) team. This is a new team that is in the process of developing its provision, which varies from very good to unsatisfactory. Most of the support is appropriately given within lessons, with early-stage learners of English working to similar learning objectives as other pupils. When pupils are withdrawn, this is usually appropriate, giving EMAS staff the opportunity to approach the teaching of class learning objectives differently. For example, in helping early-stage pupils to use instructional language, an EMAS assistant took them on a walk around the school, which reinforced understanding in a practical context. However, in some withdrawal sessions, the activities are unrelated to the class subject and the purpose not clear. Class lesson plans rarely include clear language targets for early-stage English speakers. In some lessons, this means that pupils do not make as much progress as they could because there are no additional resources or questions to encourage them to use key vocabulary and phrases. Moreover, work is sometimes too difficult for pupils and EMAS staff do not modify this, or the use of resources, sufficiently. The

most effective support occurs when class teachers and EMAS staff are both clear about the learning objectives and their shared roles, resulting in good team teaching. This was evident in a Year 3 lesson where the assistant demonstrated the use of English very well using stimulating resources and well-structured tasks. This enabled pupils at an early stage of learning English to make good progress by, initially, using oral instructions and then writing simple phrases such as *'Walk up the stairs'*.

20. From the earliest ages, bilingual staff recognise the value of pupils' first language for developing English and use their bilingual skills to promote learning. Sometimes, however, first language support takes priority over the development of English, even for pupils who have been in the school for some time. In one lesson, for instance, there was good first language support but no reading in English, despite a reading task having been set as homework. Throughout the school, pupils are encouraged to translate for newcomers. They do this effectively, enhancing their own language skills in the process.
21. There is good teaching of pupils with learning difficulties. Whilst understanding pupils' needs, most teachers maintain high expectations for them. Learning mentors and class assistants provide effective support in lessons where they often sit alongside pupils, providing further explanation and helping them maintain concentration. Tasks are often modified well for pupils; for example, in a Year 3 science lesson, a different but related task allowed pupils to better understand the process of absorption. Sometimes the impact of assistants on pupils' learning is limited when they merely help them to complete tasks rather than prompting them to discuss ideas and answer questions.

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

22. The quality and range of learning opportunities are very good. The school provides a broad and very relevant curriculum that includes all subjects of the National Curriculum and RE. Statutory requirements for collective worship, sex education, and informing pupils of the dangers of drugs are well met. Since the last inspection, curriculum planning has improved and is now very effective. The curriculum is constantly reviewed and extended so that pupils benefit from exciting experiences and opportunities. The wide range of activities fills the school day to such an extent that the time currently allocated to some PE lessons, notably gymnastics, results in limited progress.
23. The strategies for teaching literacy and numeracy skills are very effective. Lessons in these subjects follow the basic recommended structure, but are effectively adapted to meet pupils' needs. In mathematics, for example, the teaching of skills is carefully planned and promoted across the curriculum so that pupils apply them to problems in a range of contexts. Many lessons are planned to make relevant links between subjects, which supports pupils' skills and understanding. For example, in geography, pupils use research skills to find information, making notes about key points. They link research, investigative and DT skills when constructing games from different cultures.
24. Good provision is made for pupils with learning difficulties, which ensures that they receive the same opportunities to succeed as others. Additional adult support provided for these pupils in class lessons, enables them to participate fully in the curriculum. When pupils are withdrawn the purpose is clear; for example, Year 2 pupils improved their writing skills whilst working in a small withdrawal group. Their concentration and motivation also improved in response to a variety of tasks linked to the targets in their individual learning plans.

25. An outstanding feature of the curriculum is the wealth of additional learning opportunities available outside of lessons. Many staff volunteer time to organise a wide range of clubs and activities before and after school and at lunchtime. These include many sports, music, cookery and computers and are very well attended by pupils.
26. Provision for personal, social and health education (PSHE) is very good and has improved since the last inspection. Each class now has a designated time for this aspect and activities are carefully planned. A strong focus on healthy living has brought about increased opportunities for pupils to make themselves aware of healthy lifestyles. As part of the process, a breakfast club has been started, where pupils can have a healthy meal before school. This has had the added benefit of improving attendance and giving pupils who need it the chance to discuss and sort out any problems with staff before school begins. Pupils have had opportunities to take part in projects dealing with road safety, dental hygiene and kicking racism out of football. Links with the community are constantly being developed. The current Eco project is helping pupils understand the importance of conserving energy by, for example, switching off lights, re-using scrap paper, and taking good care of library books to prolong their life. Year 5 pupils are deriving great benefit from opportunities to take part in an enterprise project in co-operation with a local university. This is giving them a very useful insight into the working world. For instance, they are setting up a stationary shop and learning how to finance, advertise and run it. Pupils are extremely positive about this initiative, which is supporting their understanding of citizenship very well.
27. The curriculum is enriched by a wide range of visits that support learning and celebrate pupils' achievements. Pupils visit local museums and parks, participate in music festivals and display their high quality artwork for the benefit of the community. Visitors include theatre groups, musicians, local sports groups, health specialists, and social carers, such as the police and drugs awareness teams. Staff liaise with and visit other schools to observe, discuss and share good practice.
28. Provision for pupils' spiritual, moral, social and cultural development is excellent and has improved since the last inspection. There is a tangible, spiritual feel within this school. On entering, pupils and visitors are immediately reminded of the school's motto '*All different, all equal*', which is woven into the carpet. This principle is espoused in all the school's work, with the headteacher and staff continuously and successfully striving to ensure that everyone is fully included and valued. Spiritual awareness is positively promoted through many subjects. For example, pupils look in wonder and anticipation as they open different fruits and discover a variety of seeds, becoming even more excited when they see them magnified. In a music lesson, pupils learn to appreciate the universe as they watch, in wonder, man's first steps on the moon. Through RE lessons, collective worship and the PSHE curriculum, pupils learn to value their own and other's experiences. For example, they watched in awed silence as the headteacher enacted the knighting of a former pupil, who has returned to talk about his visit to the Queen and his own school experiences. The well-appointed building, enhanced by beautiful displays of paintings, plants and three-dimensional models, creates a stimulating and spiritually uplifting learning environment.
29. The good role models set by staff support pupils' moral development very well. The mutual respect between adults and pupils helps foster moral values such as honesty and tolerance. Classroom and school rules, together with the many positive and inspiring captions around the school, help pupils to know how to behave. From their earliest days in school, pupils are taught to distinguish right from wrong. For example, after listening to the story '*Half a bike*', pupils discuss whether it is right to steal if you think you can get away with it. Good manners are expected and evident as pupils wait their turn in the lunch queue or open doors for visitors. Involvement in extra curricular



clubs, school teams and community events help pupils to learn to work together and play with fairness and truthfulness.

30. Many opportunities are provided for pupils to collaborate and develop social skills. For example, they are required to discuss what it means to belong to a Christian or Muslim family. Older pupils look after younger ones and help them at lunchtime. The school council, Friendship Squad, residential visits and environmental and citizenship initiatives all support the development of pupils' social skills. The caption, *'If it's to be, it's up to me'* on one of the walls encourages pupils to take responsibility. The choir shares its talents with the senior citizens and pupils collect funds to support various charities. The school's involvement in the Halle Education Programme that includes workshops in school also extends and supports social skills, as does the excellent range of extra curricular activities.
31. Very good opportunities are provided for pupils to celebrate their own and other cultures in lessons and extra-curricular activities, such as the Indian music group and the cooking club. The school emphasises the sharing of all community cultures, giving each equal status. Pupils celebrate their beliefs, practices and customs in assemblies, performances and discussion. Careful planning ensures that subjects such as art and design, geography, history, music and RE help pupils to learn about how people live in other parts of the world, their customs, ways of worship and artistic and creative traditions. Visits and visitors also make an important contribution, helping pupils understand more about their own and other cultures. The school community is truly multicultural. A good range of books, often in dual languages, and many resources and computer programs reflect cultural diversity very well and thus greatly enhance pupils' understanding.

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

32. Procedures for taking care of pupils are excellent. The school's ethos provides a supportive environment, with great care taken to welcome and integrate newcomers. A strength is the exceptional care with which policies are thought through to ensure that they are meeting the needs of the local community. The racial equality policy, for example, gives a detailed history of the school and the communities that have settled in the area and thus helps to illuminate the influences effecting pupils' lives. Any incidents of racism are taken very seriously. To help pupils understand some of the problems they may face, a child-friendly pamphlet, outlining steps they should take if they feel they have been affected has been distributed to all.
33. Many well thought out systems implemented since the last inspection, are helping to make sure that pupils have full access to the wide range of opportunities offered. These include an increase in staffing to ensure that those pupils who need additional help in lessons get it and the involvement of outside support agencies where necessary. Staff understand how outside influences and the world political situation affects this community, which helps them to deal with many issues in a proactive way to minimise their impact on pupils.
34. The headteacher is the designated person responsible for child protection. She is trained and makes sure that all staff are up to date with their training. There is good awareness of pupils' healthcare needs. Much effort is put into making sure that lunchtime is well organised and pleasant for pupils. Pupils are well supervised at work and play, although there is a problem retaining well-qualified lunchtime supervisors. Welfare assistants have been trained in behaviour management and lunchtime organisation. Learning mentors provide an additional, high level of support at lunchtime. They often eat with pupils, as do many staff and run clubs, such as the

marbles club, to provide an alternative to spending free time on the playground. This has had a very positive impact on pupils' behaviour.

35. The building and grounds are regularly checked to ensure that pupils are working in a safe environment; the whole site is very well maintained. Occasionally, in PE lessons, not enough attention is paid to health and safety matters. This usually occurs when teachers are under pressure to get through the lesson content in too short a time. The school has taken steps to ensure the safe and secure use of the Internet.
36. Regular attendance is given a very high priority and systems to promote this are excellent. Registers are monitored daily to determine who is absent and why. 'Red letter' (i.e. very important) newsletters remind parents of the importance and impact of regular attendance on their children's education. Learning mentors intervene immediately by contacting parents on the first day of absence if they have not been in touch with the school. They also make home visits in the case of pupils with poor attendance. Effective use is made of the education welfare officer who has supported learning mentors in providing workshops for pupils to promote regular attendance. Weekly certificates for good attendance, given out in assembly, are also having a positive impact. Despite a similar range of excellent procedures to promote punctuality, too many pupils still arrive after morning registration. The headteacher and deputy regularly greet families arriving late to remind them of the importance of getting to school on time.
37. Procedures to ensure that pupils behave themselves are excellent. The deputy, who is responsible for behaviour management, sets particularly high expectations. Teachers have similarly high expectations of pupils' behaviour in lessons. Rewards and sanctions support the procedures well. The pupils keenly seek the rewards and they are very clear about what will happen if they break the rules.
38. There are excellent procedures for assessing pupils' attainment and monitoring their progress. Despite the constant flow of pupils into and out of the school, teachers and other adults know each one very well. Clear records are maintained from the time each pupil arrives until he or she leaves. The information is used very well, with the school constantly collating, analysing and monitoring data to track progress and raise attainment. Progress, particularly in English and mathematics, is monitored and recorded meticulously so that it is soon evident when provision to meet pupils' individual needs should be amended. The progress of various ethnic groups and that of boys and girls is tracked and measured, taking into account key factors that may affect it, such as pupils' rate of attendance. All of this provides a very clear picture of the value added to pupils' progress. Information collected about pupils' language background, stage of English and any factors that could lead to underachievement is used well to target support. Effective use of assessment data also allows the school to make specific and reliable forecasts about future attainment, including that of individuals and groups. This information is used to set statutory and other targets and to guide the school's work in improving standards and provision. For example, a careful analysis of the English test results of junior pupils has resulted in an initiative to raise attainment in reading by amending the literacy hour for some pupils, they now get more opportunities to read and understand texts. Additional lessons to boost the attainment of particular groups in English and mathematics and to define the organisation of sets are founded and amended on information from assessments.
39. The excellent assessment systems, including bilingual assessments where necessary, mean that pupils with learning difficulties are identified early and result in a good level of support to address them. Pupils' learning targets, written by class teachers and the special educational needs co-ordinator, are detailed and specific, thereby providing useful guidance in matching work to their needs. Targets are

regularly reviewed to ensure that pupils are receiving the best possible provision, adjusting the level of support as necessary.

40. The school is committed to using homework to help raise standards, but is very aware of the increased burden it puts on pupils who often spend many hours studying the Qur'an or indeed following a full Arabic school curriculum in the evening. To help, regular homework clubs are organised so that work can be completed in school time. The school has also been thoughtful in producing resource packs for pupils to use at home and long-distance learning packs to help them when they go on extended holidays. Rapid intervention is made if pupils fall behind with their homework, by way of a home visit from one of the learning mentors. This helps the school to understand parents' views about homework and the support that they feel able to give.

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

41. Most parents have very positive views about the school. They are particularly pleased with the support provided to help their children learn English and the efforts that are always made to provide translators for them. The school is highly supportive of parents' rights to maintain their own cultural and religious traditions and always celebrates major religious festivals and authorises absence for religious observation. Parents are always made aware of their right to withdraw their children from RE and collective worship.
42. Links with parents are excellent. Every effort is made to ensure that they are fully consulted and informed. Parents were included in a recent audit to ascertain satisfaction with school practices. Their views have been taken into account in the school's improvement plan. The parents of pupils with learning difficulties are kept fully informed of their progress and the provision made for them. Written information is always sent out in community languages and a translator is always on hand at meetings to ensure that information is accessible to parents. Learning mentors are used extremely well to support the school's outreach to parents. They make home visits for any number of reasons to support pupils and give help to parents. Bilingual mentors are extremely helpful in explaining school policies and procedures. Detailed information about what pupils will be learning over the course of the year is provided verbally at parents' evenings because the school feels that this method gives access to the greatest number of parents; inspectors judge this to be appropriate. Pupils' improvement targets are also discussed at these meetings so that parents can help their children at home.
43. Parents like the annual progress reports, which are satisfactory overall. However, inspectors find that for pupils in Years 1 to 6 these could provide more information about how well pupils are learning in subjects other than English, mathematics and science. Parents are invited to many school functions, such as class assemblies and those to celebrate major religious festivals, such as Eid, Harvest and Christmas. They are also invited to workshops, such as the recent science afternoon, to help them understand what their children are learning. The community room is used regularly by a small number of parents who attend classes to help them improve their English and Urdu, dressmaking and parenting skills. Strong links with the local health service have also resulted in the provision of health related seminars for parents.

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

44. The headteacher provides excellent leadership and management. All issues from the last inspection have been successfully addressed and improvements have occurred in many other areas at the same time. The emphasis that the headteacher gives to

valuing and empowering staff results in very good teamwork and dedication from them. This very good commitment underpins the school's success in helping pupils to achieve both academically and personally.

45. Providing additional strength to the management structure is a strong senior management team, including a very competent deputy and assistant headteacher. These individuals complement each other extremely well and carry out the duties and responsibilities delegated to them very effectively. Co-ordinators are successful managers who are knowledgeable about their subjects, standards and the quality of teaching and learning in the areas for which they are responsible. They all make a valuable contribution to support the raising of standards and improving pupils' achievement through, for example, advising and training colleagues, demonstrating and observing teaching, analysing pupils' work and the results of tests and assessments.
46. The monitoring, evaluation and development of teaching is excellent. This has been pivotal in supporting very good improvement in teaching since the last inspection. The headteacher regularly monitors teaching and learning and has a sharp and perceptive insight of the quality. She knows what works well and what does not, and is therefore able to offer individual teachers very good advice about how to improve. This process links very well with the school's strategy for teacher appraisal and performance management. Very good systems to check on the quality of teaching and learning, together with the detailed analysis of performance data, support the school in identifying and prioritising areas for improvement. These are clearly set out in the school's improvement plan, with very good detail about how they will be achieved and how success will be measured. This is a school that knows its strengths and weaknesses and is clear about how it will go about improving its standards and provision. The priorities that have been identified are the correct ones for the school at this time.
47. The management of provision for pupils with learning difficulties is good. The new national framework and local authority guidelines have been implemented effectively. Learning mentors and other assistants are well trained and effectively deployed to support pupils' needs.
48. Governors are a highly skilled, committed and effective team who provide excellent support for the school. They have a thorough understanding of their roles and responsibilities, attend regular training and fulfil all their legal obligations. Governors are well informed about the school's work, receiving comprehensive and accurate information from the headteacher and co-ordinators. They play an active role in formulating and monitoring the school's improvement plan.
49. Financial management is very good, with governors playing a substantial part in financial decision-making. The private financing initiative has led to governors undergoing a significant learning process. Caution in spending has been required, which has played some part in the accumulation of a large surplus budget. However, other factors are relevant, with governors being unable to immediately spend grants for specific initiatives, such as the development of certain aspects of the accommodation. Much of the surplus funds can be adequately accounted for and forecasts show a significant reduction. Budgeting relates directly to the priorities set in the school's improvement plan. The school is making very good use of all the financial resources available to it, including special grants. Everything possible is done to ensure that the school gets the best value from the spending and other decisions made. Good use is made of new technology, for example, to record and analyse assessment and attendance data to support the raising of standards. Day-to-day

administration is very efficient and supports the smooth running of the school extremely well.

50. The management of provision for pupils learning English as an additional language is satisfactory. The recently appointed co-ordinator receives effective support from a very experienced headteacher and has made good progress on a wide range of initiatives within the school and the community. The co-ordinator's good understanding of the impact of pupils' ethnicity and background on their achievement has resulted in a number of initiatives being considered to improve provision and raise achievement. However, not enough time has elapsed to enable the co-ordinator to ensure consistency in the quality of EMAS teaching and other resources. Consequently, the quality of support varies in terms of being effective in promoting pupils' standards and progress. Elsewhere, the match of teachers and support staff to the demands of the curriculum is very good. The arrangements for inducting and mentoring of new staff are also very effective. This school has very good potential for training new teachers.
51. The accommodation is of a high standard. The school moved to its new building about a year ago and, although there are still minor problems, it provides a very pleasant and safe learning environment. The large building is sparklingly clean, inviting and maintained to an extremely high standard, particularly in relation to health and safety. Large and spacious classrooms and work areas give pupils plenty of room to spread out and work in different sized groups. Development of the grounds is providing fantastic opportunities for pupils to develop gardening and environmental skills. The well-stocked library and computer suite are visited regularly by all pupils, thus providing effective support for the development of reading and research skills as well as specific ICT skills. The entrance foyer is welcoming to parents, with easy access to the friendly office staff, headteacher and deputy. However, office space for managers who are not class based, such as the special needs coordinator and language support staff is limited, as is space for the learning mentors to carry out administrative work.
52. Resources are good overall, with significant improvements having been made in ICT and particular strengths in English, art and design, music, PE and RE. Resources for nursery and reception children are also very good.
53. The impact of the strong and effective leadership and management is seen in the school's highly effective provision across the board. Moreover, effective strategies and systems are in place to support the collective determination to make things even better. As such, the school's capacity for further improvement is excellent.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

54. The school should now:

- (1) **Improve the use of ICT across the curriculum in line with its action plan.**

*(Main paragraphs: 109 -113 and in various subject sections of Part D of the commentary)*

- (2) **Improve the effectiveness of the support for pupils at an early stage of learning English by:**

- ensuring consistency in the quality of teaching from the EMAS team;
- improving lesson planning to address and support pupils' language needs;
- rigorously monitoring the quality of teaching and learning;
- improving resources to aid learning for this specific group of pupils.

*(Main paragraphs: 19, 20 and 50)*

In addition to the key issues above, governors should consider the following less important issues for inclusion in their action plan:

- Increase the teaching time for gymnastics and review the organisation for swimming (main paragraphs 120 and 121)
- Improve the quality of written reports to parents (paragraph 43)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	41

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	23	39	13	3	0	0
Percentage	6	28	47	16	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	75	421
Number of full-time pupils known to be eligible for free school meals	16	170

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	5	105

English as an additional language	No of pupils
Number of pupils with English as an additional language	370

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	51
Pupils who left the school other than at the usual time of leaving	55

### Attendance

#### Authorised absence

	%
School data	6.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	28	31	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	19
	Girls	21	22	21
	Total	37	37	40
Percentage of pupils at NC level 2 or above	School	63 (80)	63 (69)	68 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	17
	Girls	17	19	19
	Total	35	37	36
Percentage of pupils at NC level 2 or above	School	59 (76)	63 (95)	61 (83)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	33	26	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	23
	Girls	12	13	18
	Total	27	30	41
Percentage of pupils at NC level 4 or above	School	46 (70)	51 (62)	69 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	26
	Girls	11	13	14
	Total	29	30	40
Percentage of pupils at NC level 4 or above	School	49 (50)	51 (58)	68 (70)
	National	73 (72)	74 (74)	82 (82)

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



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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	14	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	18	0	0
Asian or Asian British – Pakistani	236	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	19	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	76	0	0
No ethnic group recorded	9	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)	20.8
Number of pupils per qualified teacher	18
Average class size	30

### Education support staff: YR – Y6

Total number of education support staff	22
Total aggregate hours worked per week	628

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	25
Total number of education support staff	4
Total aggregate hours worked per week	130
Number of pupils per FTE adult	12

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	12

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

*FTE means full-time equivalent.*

## Financial information

Financial year	2001/02
	£
Total income	1,056,554
Total expenditure	963,960
Expenditure per pupil	2.220
Balance brought forward from previous year	221,377
Balance carried forward to next year	313,971

## Results of the survey of parents and carers

Questionnaire return rate: 45%

Number of questionnaires sent out	476
Number of questionnaires returned	215

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	1	0	0
My child is making good progress in school.	55	39	3	0	3
Behaviour in the school is good.	62	34	1	0	3
My child gets the right amount of work to do at home.	54	31	9	3	2
The teaching is good.	66	31	9	3	2
I am kept well informed about how my child is getting on.	51	34	10	1	4
I would feel comfortable about approaching the school with questions or a problem.	60	31	3	1	4
The school expects my child to work hard and achieve his or her best.	65	32	0	0	2
The school works closely with parents.	54	40	4	1	1
The school is well led and managed.	63	32	1	0	3
The school is helping my child become mature and responsible.	62	33	0	0	5
The school provides an interesting range of activities outside lessons.	55	31	4	2	8

## **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**

55. Children make very good progress in all aspects of their work due to the high quality of teaching and learning experiences provided by dedicated and knowledgeable staff. Very good teaching is seen in all areas, with all staff working well together. The Foundation Stage<sup>5</sup> is very well managed. The curriculum takes account of the national recommendations, but is also made very relevant to the specific needs of the children. Assessment, including target setting in reception, is very good. From the outset, every aspect of each child's development is carefully monitored, assessed and analysed. Meticulous records show the progress of individuals and groups and support curriculum and lesson planning to raise standards. There has been good improvement since the last inspection.
56. Parents are effectively involved in their children's learning even before they start school. Good induction procedures, including home visits, visits to school by the children and their parents, and a very informative handbook, help children to settle happily. Another very good feature is that nursery teachers welcome parents and children in their home languages, both orally and with written information. This bilingual support has a very positive impact on children's learning and self-esteem.
57. The accommodation is spacious and very well resourced and organised. The many areas for small group work are used well to support those children who need much individual encouragement, particularly in personal and language development. Whilst the outdoor area is used very well to promote physical development its potential for promoting learning in other areas is not planned for as effectively.

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

58. The emphasis on developing children's personal, social and emotional development underpins the whole curriculum. Children's very good achievement in this area is seen in their good behaviour and developing social skills, for example, the way in which they learn to take turns and share. Through stories, rhymes and carefully planned circle time activities, nursery children are learning to care for each other and respect property. For example, they handle and stroke the different pets gently when involved in a story about belonging to a family. The ending of the story supports children's self-esteem, by emphasising that everyone, however different in appearance, is part of a family and belongs. Children respond well to opportunities to be independent, for instance when dressing and undressing for PE. They also enjoy sorting and tidying away toys and apparatus. Reception children show great pride when it is their turn to organise the 'brush buses' for a teeth-cleaning session. Staff continually interact with children and have high expectations of their behaviour. They are good role models, treating children with courtesy and respect and creating an atmosphere where they can develop confidence and feel secure.

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

59. Children achieve very well in this area. Nursery staff use a range of strategies to promote speaking and listening skills and children's understanding of English. For example, repetitive action rhymes and opportunities for pretend-play help children to match actions to words. In small groups, children make good progress in learning the

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<sup>5</sup> Covers children in the nursery and reception years.

initial sounds of simple words, which are taught well, with pictures and objects to reinforce understanding. Games and practical activities are used effectively to introduce children to the shapes and sounds of letters. Listening skills are developing very well. The ability of many staff to change from speaking one language to another helps the children feel comfortable and supports their learning.

60. By the end of reception, a few higher attainers can sequence a story and spell simple words. They write short phrases and form letters neatly. Average attainers show good understanding of spoken language, but whilst they are gaining confidence in speaking, they usually answer in one word or short phrases. Their writing skills progress in a variety of contexts and activities, for example, when making lists of healthy and unhealthy foods. Lower attainers are learning to identify the initial and final sounds of simple words and are gradually learning to form letters correctly.
61. All children show a keen interest in listening to stories and most handle books carefully. Lower attainers in reception browse through books, pointing to the pictures; they recognise some key words and sounds. Middle attainers sound-out words such as *it* and *bed*. They identify some common words and, when reading simple books, remember sentences that have a pattern to them. Higher attainers are suitably challenged and read confidently and competently, showing skills expected for their age. One explained, *"I've got two books, they're information books"*. Teachers plan well for the wide range of attainment. They give children very good experiences through the use of word games, jigsaws and activities to focus on language and extend vocabulary. Staff encourage children to read the notices and captions, which are in different languages, to support reading skills. The home area, puppet theatre and imaginative book corners are all used effectively to promote children's language and communication skills.

### **Mathematical development**

62. Counting skills and work with numbers are promoted throughout each day in many activities. Teachers use imaginative strategies to motivate children and promote their understanding. The vocabulary of number is introduced and reinforced continuously from children's first days in school. Notices such as *'4 in the sand'* or *'Our chicks are 16 days old'* are regularly used as a focus for reading and number recognition. Children's very good progress is clearly evident. On entry to nursery, only a minority can count to three but by the end of reception, higher attainers order numbers to ten and beyond, find 'one more' or 'one less' and fill in missing numbers up to 20. Others are making good progress in counting to ten and correctly matching objects to numbers up to ten. Nursery children recognise simple shapes such as square and 'round', whilst reception children match shapes accurately as they take a 'shape walk' around the school. In relevant games and activities, reception children make very good progress in understanding the language of position, for example, 'next to', 'behind', and 'in front of'. Teachers' good questioning and explanations constantly reinforces comparative language; for example, when making patterns with children, they use words such as 'the same', 'different', 'bigger/smaller'. With guidance, children are pleased to volunteer, *"Mine is different, (I did) three circles"*. Another expresses delight in having done *"The same, two apples"*. Much practical work, such as matching cubes, cylinders and cones to their correct shape, gives children very good experiences in sorting and matching. Mathematical experiences are integrated into many activities. For example, when printing with an apple and carrot, children learn to sequence patterns. They also use moulding material to form shapes of different sizes.

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

63. Most children begin in nursery with very limited experiences, but achieve very well in both the nursery and reception classes. Children show delight and are excited by the wide range of activities offered. They quickly adapt to using tools and construction equipment for making and building. Staff give children very good support when they are making models, such as robots and use the opportunities well to promote language development. Children are excited and proud of their work, but have difficulty describing it without help. Cutting, sticking and gluing techniques are developing well.
64. Reception children show great interest in the seeds that they have planted and watch in wonder as their chicks grow bigger and bigger! These are all new experiences and through them children learn what plants and creatures need to grow and how to care for them. They gradually learn more about themselves and how their bodies work. For example, they make skeleton pictures, recognising their spine and knee caps. They know that *'milk is good for bones'*. They listen to stories from around the world, such as *Handa's Surprise*, set in Africa and learn to recognise and name the animals that live there, including a giraffe and an elephant. With help, they can also name some of the fruits grown there.
65. Pretend play activities, including dressing up, help the children understand the idea of 'life in another country'. Teachers also make very good use of children's own experiences of visiting their families in their heritage countries to promote their knowledge and understanding. In RE lessons, children learn more about their own beliefs and those of others. They all showed curiosity and wonder when listening to the story of the creation. Their understanding of this idea was reinforced when they contributed to a composite picture that incorporated the moon, sun, stars and animals. Children identify places of worship, such as a church or mosque, and know people go there to say prayers. Classroom computers are used regularly and give children good opportunities to operate and gain control of the equipment, for example using the mouse to match colours. Children have opportunities to use the digital camera as they explore their school and are delighted with the results.
66. Higher attainers in reception are beginning to have a sense of time and can remember past events such as when they first came to school. Other children have difficulty expressing their understanding due to their underdeveloped language skills. Nursery children learn about themselves and their families. They make their own family trees.

### **Physical development**

67. On entering school most children's physical skills are underdeveloped. Many have had few experiences in climbing, jumping or using mobile toys. Through very good teaching, well-planned activities and access to a well-equipped outdoor area, children soon develop these skills. Inside, children have opportunities to use the spacious halls to develop good movement. For example, in a dance lesson, they reacted with their whole body, responding gently or with strong movements to a rhythmic drum. They listened well and understood instructions to twist, turn and leap. Support staff joined in so that those who did not always understand the verbal instructions could copy adults' movements. Thus, all children were included and responded well. Teachers provide suitable warm-up and cool-down activities and promote children's understanding that exercise is important for their health. Reception children are beginning to use the space in the hall effectively, learning not to crowd together when working.
68. Outdoors, children experiment with a wide range of challenging toys and equipment, including scooters, cars, tricycles and even a bicycle made for two! Good adult interaction helps the children gain confidence and develop skills in climbing, jumping, balancing, throwing and catching. Staff consistently work at developing children's language skills during these activities. Indoors, thoughtfully planned activities help to

develop children's small movements. They are taught to hold crayons, pencils and brushes correctly and, as a result, even the youngest learn to work in a controlled way, with many reception children producing increasingly neat work.

### **Creative development**

69. Ample opportunities are given for children to express themselves through painting, drawing, model making, music and creative play. Children's artwork shows their very good progress and reflects developing understanding and skills in the use of colour and inclusion of detail in paintings and drawings. Their work is displayed very effectively, recognising their efforts and being used as a vehicle to promote language development. For instance, paintings, drawings and collages are explained with captions in different languages.
70. A good range of musical instruments enables children to experiment with loud and soft sounds and they are beginning to recognise differences in pitch. Music is integrated very effectively with dance and drama, so that, for example, children move expressively to Tchaikovsky's *Flower Waltz*. They are provided with scarves to enhance expression in their movements and use these creatively in their dances. There are many opportunities throughout the day for children to sing songs and rhymes, many of which are chosen for their repetitive choruses to aid children's language development. All children enjoy these and join in enthusiastically. Reception children join whole-school assemblies and are learning the words and tunes to a good range of songs. Drama and pretend-play provide many good opportunities for children to show creativity. The children enjoy these activities where they can express themselves fully without the hindrance of immature language skills.

### **ENGLISH**

71. Although standards are well below the national average at the ends of Years 2 and 6, overall, pupils achieve well in relation to their prior attainment. Throughout the school pupils with learning difficulties are often well supported and this enables them to make good progress.
72. The school's strong focus on language acquisition and development is having a beneficial effect on pupils' communication skills in all classes. Teachers often request pupils to discuss work with 'talk partners' as occurred, for example, in Year 2 when pupils were required to think of alternative phrases to those in the story that they were reading as a class. Pupils do this sensibly and profitably, widening learning and increasing speaking skills at the same time. Throughout the school, teachers use drama and simple role-play situations to emphasise speaking and listening and this too supports pupils' good progress. By Year 6, it is clear that pupils are gaining in confidence when they put questions to classmates occupying the 'hot seat'. Pupils enjoy these type of activities which are very effective in encouraging and motivating them to learn. Higher attainers talk freely about their work and converse informally with adults, overall, they achieve average standards.
73. Most pupils enjoy reading and are particularly motivated by shared reading sessions within the literacy hour. A minority of higher attainers in Year 2 read accurately and with good understanding, achieving average levels. These pupils express opinions about the events and characters in their books and can explain the difference between fiction and non-fiction. Others, however, are more hesitant readers, although they try hard to make effective use of the illustrations and their knowledge of familiar words to establish meaning. Pupils in Year 1 improve their knowledge of letter sounds when they learn to blend letters, such as *bl*, *cl* and *scr*. They make good progress where

they have help and intervention from the teacher and classroom support staff, with many bilingual assistants making a good contribution to pupils' understanding. In response to the teacher's carefully planned and targeted questions, they begin to predict what might happen next, showing developing understanding and skills in reading for meaning.

74. Good progress continues in the juniors. In introducing the technique of skimming and scanning to identify key words in a text, a Year 3 teacher began by reading an excerpt from a big book. The pupils paid close attention, making sensible comments and groaning with disappointment when the teacher stopped reading, wanting to hear what happened next. A significant number could explain why they liked the story, using vocabulary such as *magical* and *sneaky* to describe settings and characters. In Year 6, pupils increased their learning about different types of text when they responded thoughtfully in considering the feelings and senses of *Oliver Twist*. These pupils have clear preferences in reading material and give good reasons for their choice of books. For instance, one is fond of poetry, one is interested in the summary and having seen the film motivates another. Whilst pupils read accurately, reading is sometimes mechanical. For example, pupils use word-building skills effectively but without relating them to the whole passage. As a result, they do not always fully understand what they read and are unable to explain the meaning of words and phrases. They do not readily apply skills of inference and deduction. However, the majority makes a good attempt to summarise events and say how the story ends. A smaller number read sophisticated books fluently and with expression, identifying with characters and recognising feelings such as sadness and happiness. They make comparisons between one book and another.
75. Pupils make good progress in writing. By Year 2 they write independently and work sensibly in pairs to compose sentences on the computer. In writing familiar stories they structure plots satisfactorily, generally use capital letters and full stops and are learning to use speech marks. Higher attainers write coherently, progressing from writing simple sentences in November to complex ones in February. These include adjectives and adverbs and occasionally a subordinate clause. Spelling shows increasing accuracy. By Year 6 most pupils write with imagination, although they sometimes lose the thread of the plot when the narrative becomes too long and relies heavily on dialogue. One small group of higher attainers show greater control and develop skills well, linking ideas through paragraphing. They use adverbs and subordinate clauses to engage the reader and sustain interest; they spell words satisfactorily. Some pupils with lower attainment are confused between adjectives and adverbs. Others in this group, when working on suffixes and prefixes, composed sentences verbally but found difficulty in writing them accurately. Handwriting lacks consistency and style, mainly because of the constant flow of pupils into the school in all year groups.
76. Teaching is good. Teachers plan very thoroughly and share learning objectives with pupils so that they know what they are expected to learn. Teachers have effective strategies for engaging pupils' interest and communicating enthusiasm, creating a high quality atmosphere for learning. This helps pupils to maintain motivation, as in Year 2, when pupils were given an active role in identifying opposites, having to pair up with the person whose word was the opposite of theirs. Teachers keep the pace of lessons going by varying activities and imposing time limits so that pupils maintain focus and work diligently. They know that they are expected to work hard and complete their tasks. Where teachers and classroom assistants work closely together, all groups make good progress. For example, in Year 4, pupils learning English as an additional language received helpful, clearly structured and specific advice, with the bilingual assistant demonstrating correct use of language. A Year 6 teacher's well thought out approach meant that pupils played an active role in the first



part of the lesson and were therefore sufficiently prepared for the independent work that followed. Teachers have good subject knowledge and manage time and resources well. Expectations are high; for instance, a group of gifted pupils in Year 5 were being taught very effectively about figurative language and personification in a poem. The teacher drew them all into this new learning by her own good subject knowledge and enthusiasm. She gave them very good advice to encourage them to be less inhibited in expressing ideas and supported them well in the challenging task of composing a new verse.

77. Management is excellent. The co-ordinator has established processes to improve attainment in all aspects of the subject. Major initiatives are being undertaken to raise standards in speaking, listening and reading, with very good use of information from tests and assessments to set challenging targets for different groups. These represent important areas of improvement since the last inspection. Moreover, the co-ordinator has a clear vision for the school's further success.

## **MATHEMATICS**

78. Standards by the end of Year 2 are below average and by the end of Year 6 they are well below. This is a broadly similar picture to that found by the last inspection. However attainment varies in different year groups, partly as a result of the high number of pupils joining and leaving the school. Standards in the current Year 5 are considerably higher than in Year 6. Given the level of attainment when pupils begin school, they are achieving well. Good achievement results from the excellent management of the subject, effective teaching, including some that is of very high quality, and pupils' great desire to learn.
79. Pupils in Year 2 make good progress, particularly in number. Analysis of their work shows how lower attainers' understanding of odd and even numbers is clarified over time. Higher attaining pupils investigate these numbers and conclude that when two even or odd numbers are added, the total is always an even number. They are competent in ordering three-figure numbers. When adding three pairs of two-digit numbers they have learned that it is easiest to start with the highest one. Pupils make good use of other strategies, such as halving and doubling, to help them calculate accurately. Most read scales in kilograms and millilitres and measure accurately in centimetres.
80. Pupils in Year 6 draw and measure angles correctly and calculate the size of angles in a straight line. Lower attainers know that all angles in a quadrilateral equal 360 degrees and apply this knowledge to a practical task. However they struggle to understand measures, rounding numbers to ten and 100, and their knowledge of multiplication tables is weak. Higher attainers understand the relationship between area and perimeter. They think about probability of outcomes and express the chances as fractions. All are learning to plot and interpret pie charts and line graphs, draw nets of three-dimensional figures and investigate prime numbers.
81. Throughout the school, teaching and learning are good. Particularly effective lessons were seen in some Year 5 and 6 sets. Teachers use methods that are well suited to pupils' needs, making good use of practical resources and visual examples. For example, they use the whiteboard and overhead projectors to demonstrate how to tackle questions so that pupils see, as well as hear, how to proceed with their work. Oral parts of lessons are usually planned and taught very well. Teachers use mathematical vocabulary correctly and ensure that pupils both say and understand it. This enhances understanding and use of English, as well as mathematics. In a Year 5 class, for instance, the teacher placed strong emphasis on vocabulary, ensuring that

all pupils, most of whom had learning difficulties, understood it and their tasks. Clear explanations and very good use of praise resulted in pupils gaining a good understanding of how information can be recorded on graphs and they were delighted with their own learning. Questioning is also very good, so that many pupils are involved in explaining their understanding. This effective teaching results in pupils maintaining very good attention; for example, when a Year 6 teacher made a deliberate error, many immediately pointed it out and explained why it was wrong.

82. Strategies are taught very well, which help pupils to tackle difficult calculation problems more quickly and easily. For instance, Year 6 pupils used their knowledge of rounding numbers to quickly and correctly work out 489.82 minus 352.9. Teachers explain the learning objectives at the beginning of lessons and frequently refer to them, which ensures that pupils are clear about what they are learning and how successful they have been. Pupils also write these objectives in their books before beginning written work to keep them focussed. Occasionally, the wording of these is too lengthy and takes up time that could be spent more profitably. In most lessons, however, time is used very well. Teachers maintain a brisk pace to oral work and often give pupils time targets to complete independent work. In some lessons, this seems almost unnecessary so good is pupils' effort and motivation to learn. They are proud of their work and present it well. In all lessons, teachers have high expectations of how pupils should behave and of what they can achieve.
83. A significant strength is the high quality of marking seen throughout the school. Pupils not only know that their recorded work is valued, but are frequently prompted by questions that cause them to 'think again'. For example, a Year 3 pupil was told, '*Well done. What happens when you multiply by 1000?*' Dialogue between teachers and pupils is also evident. For instance, a Year 6 pupil wrote, '*Sir, I got it wrong here but I understood it in the plenary.*' Teachers work hard to ensure that numeracy skills are promoted and used in other subjects, such as the use of co-ordinates in geography. Whilst some good use is made of ICT, this is an area for development that is already noted on the co-ordinator's action plan.
84. Leadership and management of the subject are excellent. The action taken to improve elements such as the oral parts of lessons and the teachers' role in demonstrating, explaining and using effective questioning are now all strengths. The co-ordinator also provides a very good teaching role-model for colleagues. Checks on teaching and learning have provided a clear picture of the current position and where improvement is needed.

## SCIENCE

85. By the ends of Years 2 and 6, standards are below national averages. This situation is broadly similar to that found by the last inspection. However, pupils are achieving well.
86. Year 2 pupils benefit from good stimulating, teaching that provides them with good opportunities to investigate. In one lesson, they predicted whether fruits contained seeds before cutting them open to find out. One group used a digital microscope to look at the seeds of flowering plants, which helped pupils to make detailed observations about, for example, their shape and colour. The range of practical activities captured pupils' interest and provided very good opportunities for teachers to reinforce speaking skills alongside the development of scientific vocabulary. Many pupils needed significant adult help to record their work, but made good efforts at completing a simple chart to show their predictions and what they found out.
87. By Year 6, pupils make good progress in many lessons, performing near to national standards. They work in a scientific way, predicting what will happen in an

investigation, noting observations systematically and making effective use of charts and graphs to record results. Most sort materials by their properties, describe an electrical circuit and show reasonable accuracy in recording observations, although many still need a significant level of support in recording tasks. Pupils predict whether changes are reversible and know how sound travels.

88. The curriculum is broad and balanced, with a very good focus on practical work and scientific investigation. Teaching is good overall, with some very good teaching in Years 5 and 6 where pupils are taught in sets. In these lessons teachers have high expectations and ask pupils challenging questions to which they respond eagerly. Whilst learning is good, the limited speaking skills of many pupils prevent them from explaining, in detail, what they have learned previously. Work in class is reinforced well by regular homework. Teachers take time and care in marking pupils' work, providing constructive comments and ensuring that these are acted upon. Pupils' very good enthusiasm for the subject is engendered in the lively and stimulating atmosphere created by teachers who expect pupils to concentrate and work hard. Visits to places of scientific interest also help to enliven the subject and capture pupils' interest.
89. The subject is very well led and managed. The introduction of setting for older pupils is helping to raise standards. Moreover, pupils now have half-termly targets to achieve, which is providing a good focus for teaching and learning. There are clear priorities for improvement, including developing the school's grounds so that plant and animal life can be studied more effectively. There is a good range of high quality resources, which are used well.

## **ART AND DESIGN**

90. Throughout the school, pupils achieve very well in a wide range of artistic areas. By the ends of Years 2 and 6, standards are well above average. This represents very good improvement since the last inspection.
91. The school environment is greatly enhanced by pupils' work in a variety of media. Year 2 pupils make excellent progress in learning the skills of appliqué, developing good stitching skills and creativity as they work. They evaluate their work at different stages, and make very good suggestions about how it might be improved. By Year 6, observational drawing skills are well developed. Pupils make thoughtful decisions about adding colour to their drawings of the school area. Their figurative drawings depicting movement show very good development in using line to show fluidity.
92. Pupils' very good progress is clearly evident. Year 1 pupils develop knowledge of sculpture as they study the work of Gallsworthy and Moore. In response they produce their own natural sculptures using branches, leaves and twigs, which they weave through card. High quality, three-dimensional work abounds throughout the school with, for example, Year 5 pupils using clay skilfully to produce delicately decorated Grecian pots and weaving paper to make small, but strong baskets. Large-scale works undertaken by groups are another strong feature, providing good opportunities for social development and improving speaking skills as pupils collaborate and negotiate. Excellent use is made of the corridor and airspace to display such work, with, for example, large sculptures of insects and flowers hanging from the ceiling and over the balcony. In this work, Year 3 pupils gained a good understanding of form as they worked collectively, producing an armature, which they then covered with tissue and cellophane and decorated with sequins and collage materials. Stimulated by the work of Modigliani, pupils have worked in groups to create impressive, large, colourful pictures in mixed media, to which they attach imaginative names, such as *Magnificent Mariya*, *Fabulous Franz* and *Fantastic Farhana*, reinforcing understanding of alliteration.

93. At all ages, pupils undertake their work with great interest and motivation. This is seen in the attention to detail paid to their structures, models and paintings, with exciting use of colour and choice of a range of media. They show increasing understanding of the work of artists from different times, cultures and traditions. For instance, Year 5 pupils learn the technique of Japanese woodblock printing based on the work of Ho Kusai; in Year 6 they study the work of Jean Michel Basquiat and produce their own works in his style, depicting their feelings through symbols. The appliqué work undertaken by Year 2 was based upon carpet designs from Uzbekistan, Egypt and Central Asia.
94. Teaching is of a very high standard, ranging from good to excellent, with the skills of a specialist teacher being used very well across the school. The enthusiasm of teachers and other staff is infectious and has a strong impact on pupils' attitudes, standards and progress, all of which are very good. Subject-specific vocabulary is promoted well and teachers made a conscious effort to promote speaking skills in lessons. Support staff provide good assistance. Some very good use of a bilingual assistant was seen in Year 2 where pupils' understanding of the teacher's explanations was enhanced by interpretation and mime. Literacy and speaking skills are promoted effectively, as are skills in numeracy, for example, when pupils consider shape, pattern and symmetry. Whilst some use is made of art software, ICT is not yet fully integrated into the curriculum. Teachers are aware of the benefits of art to pupils with different learning needs in the way they are able to express themselves and experience success. An example of this is the encouragement they give to highly talented pupils by submitting their work for a competition at the Tate Modern.
95. The subject is led and managed very well. A portfolio of work from nursery to Year 6, demonstrates progress very effectively. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

## **DESIGN AND TECHNOLOGY (DT)**

96. There has been good improvement since the last inspection in the curriculum and in teachers' expectations of what pupils can achieve. Standards are now above expectations at the ends of Years 2 and 6, with a good balance achieved between designing and making. Pupils evaluate their work, which provides good support for speaking skills, but their ability to record this effectively is hampered by weaknesses in writing skills.
97. Year 2 pupils list materials they intend to use to design and make monster puppets. They cut out finger puppets accurately. Some think about changing designs already made for a clock in order to improve it. Their labelled designs for the winders show good understanding of the purpose of an axle.
98. By Year 6 pupils have a good understanding of materials, components and evaluation processes. There are good links with science; for example, to test materials for the strongest structure to be used in making shelters and in relation to healthy living and food technology.
99. Although only three lessons were seen, pupils' work shows that teaching and learning is good overall. In an effective Year 5 lesson, a lot of excitement was generated as yeast, left in preparation for bread making, expanded to overflow the containers, demonstrating its effect as a raising agent. The organisation of the lesson, and clear step-by-step teaching so all pupils could have maximum hands on experience, were very good in ensuring that all understood the process. As a practical subject, DT is well placed to promote the learning of bilingual pupils and most make good progress. Bilingual assistants use their skills well to ensure that pupils measure accurately and

follow instructions. However, teachers do not always promote subject vocabulary, such as *proving* and *kneading* the dough, as effectively as they could to ensure that these words and phrases become part of their vocabulary. Overall, the potential of ICT to support learning is underused.

100. Leadership and management are good. The co-ordinator monitors standards and progress effectively. Pupils with learning difficulties are well provided for and there is a system for identifying gifted and talented pupils. Pupils benefit from ongoing projects such as the intention to involve them in new designs for the playground. The school's involvement as part of the ECO project has also given pupils the opportunity to visit places of interest, such as the Corn Exchange in Manchester, to look at the design of the building.

## GEOGRAPHY

101. By the ends of Years 2 and 6, standards are broadly average. Whilst few lessons were seen, judgements are supported by evidence from pupils' books and discussions with them.
102. Pupils in Year 1 follow the travels of Barnaby Bear and learn about their immediate environment, for instance, relating their addresses to a local map. Knowledge of the world is much extended in Year 2 where pupils link it to their own lives by, for example, investigating everyday products to determine their countries of origin. In considering ways to improve the local environment, junior pupils have visited a building site, observing the various occupations of workers and posing questions about the construction of their new school. In explaining their understanding of earthquakes, Year 6 pupils refer to the movement of (tectonic) plates. Although they have visited perhaps only one other country, pupils make sensible comparisons and have very firm views on the type of environment they prefer. They know about factors that can affect the environment, such as the devastation of forests and the part that they can play in caring for it. Through topic work, pupils learn geographical skills, for example, Year 2 pupils use maps and atlases to find the countries named on different product labels. Year 4 research islands of the world using atlases and other sources of information. In one class, registration is used to support learning, with pupils responding by stating the name of an island and its location, for example, *'Cyprus in the Mediterranean Sea'*.
103. Teaching and learning are good, stemming from detailed planning and a good range of methods to make learning interesting and meaningful. In an outstanding lesson in Year 2, pupils achieved a great deal. The teacher's expectations were high and pupils were challenged from the outset to 'Travel around the world in 80 seconds'. They were so anxious to achieve as much as possible that one announced, *'Miss, you'd better hurry up, it's nearly two o'clock'*. The lesson was well resourced, with an extensive range of products from around the world. Vocabulary was promoted well so that by the end, pupils understood that the words *'product of;* or *'produced in'* related to the country of origin.
104. The subject is used well to promote literacy skills. For example, Year 3 pupils used research skills to find information about Africa from books and the Internet. Some wrote letters to the Nigerian High Commission requesting information. One group investigated the African game of *Kigogo* and used their skills in technology to construct their own copies. The range of activities engaged pupils' interest very well resulting in very good learning. This was reinforced when some excellent questioning from the teacher gave pupils opportunities to share their findings with their classmates.
105. Leadership and management of the subject are good. The co-ordinator has successfully introduced a new programme of work and ensured that pupils have

sufficient time and opportunities to complete this. Resources are good and Year 6 pupils benefit from visiting an environmental centre to support their learning. Pen-pal links established with an Italian school provide further interest and enrichment. Little use is made of ICT, but this weakness has been identified and is being addressed. While some good opportunities are provided to support the development of pupils' literacy skills, recording tasks for higher attainers in the juniors could be extended. Overall, improvement since the last inspection is good.

## **HISTORY**

106. It was not possible to see any lessons in Years 1 and 2. Judgements are supported by an analysis of pupils' books and discussions with them. By the ends of Years 2 and 6, standards are broadly average. However, pupils have difficulty linking their knowledge of significant historical events to their place in time. For example, although Year 6 pupils recall facts about events such as The Great Fire of London or World War 2, they are not able to relate these to their historical time. Skills are developing well, however, and overall, achievement is good. The position is similar to that found by the last inspection.
107. Teaching is good throughout the school, with some lively teaching seen in the juniors that really motivated pupils. Teachers plan lessons well and promote skills by, for example, encouraging pupils to investigate and interpret evidence to determine what life was like in the past. Care is taken to find resources that will capture pupils' interest and develop their understanding of historical vocabulary. At the beginning of a unit of work on 'Britain since 1948', Year 5 pupils interviewed adults, and examined an impressive collection of clothes, coins and documents from the 1950s and 1960s, stimulating a genuine interest in the era. This good teaching results in pupils enjoying history lessons and making good progress in them. Their work is carefully marked and displayed. Consideration is given to presenting work in a variety of ways including role-play, talks and displays. This provides good support for less able writers, promotes speaking skills and allows all pupils who are learning English as an additional language the opportunity to demonstrate their knowledge and understanding without the constraints of lengthy, written recording. However, higher attainers might be expected to produce lengthier recorded work than was in evidence during the inspection, thereby promoting writing skills alongside those of history. Literacy skills are promoted effectively in activities where pupils are required to research for information from books and other sources, although the school is aware of the need to develop the use of CD-ROMs and the Internet further.
108. Although the subject has not been a focus for development, new and improved planning has recently been adopted and provides a good structure for learning. Occasional projects involving the whole school have been successful in supporting learning. The use of visiting drama groups and visits to local historical sites help to bring the subject to life.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

109. The picture in ICT is a positive one. From a weak starting point on moving into the new school building a year ago, significant improvements have been made in terms of resource provision and pupils' standards. Whilst standards are currently below average at the ends of Years 2 and 6, this does not represent decline since the last inspection, as expectations of what pupils should achieve are now significantly higher. Inspection evidence shows that standards in all year groups are improving rapidly. Most lessons are taught in the recently expanded computer suite, where key skills are

introduced in a carefully progressive manner so that pupils build a good base for the future.

110. Pupils in Years 1 and 2 make a good start. For instance, Year 1 use art software to create patterns and pictures. By Year 2, pupils have developed simple word processing skills. During the inspection, they were quickly learning how to use painting tools to draw lines and blend colours. Because a significant minority have few opportunities to practise newly acquired skills other than at school, they still need adult support to perform basic functions, such as finding their work on the computer, saving finished work, and 'logging off' at the end of lessons.
111. Supplementing lessons in the computer suite, junior pupils benefit from regular ICT lessons held at the nearby City Learning Centre. These are helping them to develop skills that they missed when they were younger. Specialist teaching at the centre is thoughtfully planned to complement and support what is being taught in school. In response, pupils are making rapid progress. Whilst they enjoy learning, their limited experiences in the past sometimes result in a lack of confidence when tackling new work.
112. Teaching is good. Lessons are always carefully prepared, and teachers are skilled at explaining the features of new programs. In many lessons, other adults provide effective support for individuals. Pupils are enthusiastic and eager to show their new-found skills to others. Some use is made of ICT in classrooms and in the shared practical areas, for example in a science lesson when microscopic views of seeds were displayed on a large screen. Pupils in Year 6 produced simple multimedia presentations of their work about the Ancient Greeks, whilst others used CD-ROM and the Internet for research. Overall, however, ICT is not being used as well as it could be to support learning across the curriculum. The school has already identified this as an area for improvement.
113. The school has invested heavily in resources for ICT. As well as an up-to-date computer suite, each class has two computers, and the shared, practical, areas between classes all have a large screen linked to a computer. The subject is well led and managed. The co-ordinator has established a clear strategy for improvement, set out in a three-year development plan. A school website is currently under development, with pupils being involved in this process. A weekly computer club provides older juniors with good opportunities to further develop skills and knowledge.

## **MUSIC**

114. By the ends of Years 2 and 6, standards are broadly average. The recently adopted local authority scheme of work is being effectively merged with one that is based on national guidance. This is supporting non-specialist musicians so that they are becoming more confident in their teaching, which is also having a positive impact on learning. Pupils are achieving well and there has been good improvement since the last inspection.
115. By Year 2, pupils have learned the correct names for a range of instruments. They understand the different ways these can be played and handle them carefully. Pupils are developing a good sense of rhythm; for example, one taps out a complicated rhythm and the others, in turn, repeat it, demonstrating good listening and rhythmical skills. Pupils are very good at working collaboratively. For instance, when experimenting with long and short sounds, one blew bubbles whilst the others made a humming sound. They stopped and hummed more quietly as the bubbles disappeared, showing an awareness of loud and quiet sounds. Pupils sing

enthusiastically and are learning the words and tunes of a wide range of songs. Many of the songs used have a repetitive chorus or actions, which help all pupils to participate, whatever their level of language development. Visual aids, such as soft toys, are used to support understanding of the words and encourage pupils to sing clearly. Pupils are learning to listen to each other well, for example, when others sing duets and perform simple instrumental compositions.

116. By Year 6, pupils have satisfactory skills in listening and performing. They listen to a wide range of music and have good opportunities both in and out of school to perform. For example, they sing and play at assemblies and school concerts for their parents and friends. Recently, they performed with other schools at Bridgewater Hall and took part in a musical project organised by the Halle Orchestra. During Years 3 to 6, pupils gain a good understanding of musical terms such as *pulse*, *ostinato*, *dynamics* and *rhythmic patterns*. They are introduced to musical notation and follow a written rhythm accurately. Pupils successfully combine two rhythms with an ostinato to produce a pleasant composition. They understand and apply pitch and play a simple tune from notation on the chime bars. Tuneful singing is heard in assemblies, but not always in lessons, with songs sometime being pitched in an unsuitable key for pupils' voices. For example, although pupils tried hard to sing a well-practised round to the competent accompaniment of chime bars, harmony was not possible when they sang in a different key from the chime bar chords. ICT is not yet used to enhance pupils' skills in composition.
117. Teaching is good overall and is supported well by teachers' enthusiasm. An effective feature is the integration of drama, dance and music, which gives all pupils opportunities to participate in expressive arts productions. Lesson time is limited, but a wide range of extra-curricular activities supports learning very well. These include keyboards, an Indian music group, choir and band. A few talented pupils have been identified and provision has been made for them to have individual keyboard lessons.
118. The co-ordinator is knowledgeable and manages the subject well. Effective, ongoing, assessment provides good support for teaching and learning. Music makes a positive contribution to pupils' spiritual, social and cultural development.

## **PHYSICAL EDUCATION (PE)**

119. Standards by the ends of Year 2 and Year 6 are broadly average, although there are weaknesses in swimming and gymnastics resulting primarily from the way these elements are organised within the curriculum. Overall, however, there has been good improvement since the last inspection, with the ethos for sport and PE being considerably better.
120. In games, Year 2 pupils show expected skills in sending and receiving small balls with hands, feet and bats. Standards in dance are above average. Year 5 pupils responded particularly well to Arabian music when performing a fire dance. They showed very good awareness of rhythm and speed, increasing these continuously towards a frenzied conclusion. They worked well with a partner, evaluating and improving their work as it progressed. Swimming is taught only in Years 3 and 4 so by the end of Year 6, few achieve the level expected for their age. In gymnastics, Year 6 pupils lack confidence in performing simple rolls and balances. When travelling, there is a lack of quality to their shape and control of movement.
121. Whilst teaching and learning are satisfactory overall, two unsatisfactory gymnastics lessons were seen. Some lack of subject knowledge on the part of teachers played a part, but the limited time allocated to lessons was significant. Overall, lesson time is too short for pupils to make any significant gains in learning. Since teachers are under



pressure to make the content fit the short time allocated, they often do not provide sufficient opportunities for pupils to practise skills and evaluate their own and others' work to improve it. Some good teaching was seen, however. In an effective gymnastics lesson, pupils made clear, though limited, (because of the short time) progress because of the teacher's very good subject knowledge and the opportunities provided for them to observe and comment on performances. Overall, teachers have a lively approach, with personal involvement that provides pupils with good role models and demonstrations. Lesson pace is good, so that pupils are constantly active. All are fully involved, including those with learning difficulties and are usually well supported by adults. Pupils enjoy their work and behave well.

122. The wide range of extra-curricular activities makes a very positive contribution to learning and pupils' attitudes. For instance, one group of pupils returned to class after lunch, bursting to tell the teacher about the hockey game that had been organised for them.
123. Leadership is good. The co-ordinator is well supported by colleagues. In particular, a learning mentor provides tremendous personal effort and enthusiasm, being the driving force behind many of the activities. Whilst boys have been successful in competitive football and cricket, they also speak of their enjoyment of dance. The number of girls participating in games such as football and cricket is increasing. Resources are very good and support learning of a wide variety of activities. The accommodation also enhances work in the subject, with two halls and hardstanding games areas outside. There is currently no residential visit, but pupils visit a water park to experience windsurfing, canoeing, raft building and archery.

## **RELIGIOUS EDUCATION (RE)**

124. By the ends of Years 2 and 6, standards are broadly average in relation to the expectations of the locally agreed syllabus. This represents good improvement since the last inspection. All pupils achieve well. A significant feature is the school's commitment to understanding and respecting each other's beliefs.
125. By the end of Year 2, pupils have a growing understanding of the similarities and differences of living in a Christian, Muslim or Hindu family. They identify the different ways of worship used by Muslims and Christians. Pupils know the names of the special places where people worship and their special books and celebrations, such as Christmas and Eid. Understanding is enhanced as pupils enact a Christening ceremony, which they know takes place in a church, and make comparisons with the ritual of welcoming of a new baby into the Muslim community. For instance, pupils learn that a lighted candle is often used at a Christian baptism, but not at an Islamic ceremony. However, they discover that both religions share the ritual of welcoming parties. In this lesson, a bilingual learning mentor supported the teacher very well, helping pupils to understand and participate. Many pupils are beginning to appreciate the wonders of the world and the importance of being responsible for their environment. This is supported well in assemblies and through stories, where the idea that all humankind can enjoy living together in peace and harmony is frequently promoted.
126. By the end of Year 6, pupils have a secure knowledge and understanding of several major world religions, including Christianity, Judaism, Sikhism, Islam and Buddhism. In discussion, they showed their good understanding of Buddhist beliefs, explaining that people cannot be happy if they only think of themselves, one volunteered, *'You'd feel a bit lonely'*. Pupils show very good knowledge of Hinduism when describing *'The Journey of Life'*. They compare the four stages in the Hindu religion with stages in their own life and religions, such as confirmation and becoming an adult. A group

discussing the Christian custom of Lent compared giving up something at Lent with fasting at Ramadan. Pupils have gained a suitable knowledge of the vocabulary associated with different religions; for example, they talk about the 'Five Pillars' that support followers of Islam; the Jewish Torah and Covenant; and the Ten Commandments in the Christian Bible.

127. Teaching and learning are good. Teachers' plans are effective and they are confident in their knowledge of the subject. Consequently, pupils respond very well and are keen and enthusiastic. They are always encouraged to share their views and beliefs. The result is that they are developing an open respect for the opinions and beliefs of others.
128. There are very good, well-organised resources, including a large number of artefacts. These are used well, for instance when illustrating how people celebrate festivals, such as Diwali. A strength is the rich variety of religions followed by pupils which brings first-hand experience and information about beliefs and practices into lessons. The co-ordinator is extremely knowledgeable and makes regular checks on pupils' standards and progress. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.