

INSPECTION REPORT

**MOUNT PLEASANT JUNIOR, INFANT AND
NURSERY SCHOOL**

Huddersfield

LEA area: Kirklees

Unique reference number: 130925

Headteacher: Mrs S F Thompson

Reporting inspector: Mrs J E Platt
11565

Dates of inspection: 9th – 12th June 2003

Inspection number: 253948

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior, Infant and Nursery

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Lockwood Road
Lockwood
Huddersfield

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Appropriate authority: The governing body

Name of chair of governors: Cllr Mrs M Walton

Date of previous inspection: April 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J E Platt 11565	Registered inspector	Music Physical education	What sort of school is it? What should the school do to improve? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Mr R Watts 9399	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs K McArthur 30935	Team inspector	English Religious education Educational inclusion English as an additional language	
Mrs M Leah 22740	Team inspector	Areas of learning for children in the Foundation Stage Art and design	
Mr M Madeley 22657	Team inspector	Science Geography History	How good are the curricular and other opportunities offered to pupils?
Mr T Painter 21512	Team inspector	Mathematics Information and communication technology Design and technology Special educational needs	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is larger than most other primary schools and has 506 boys and girls on roll, including 70 attending the nursery on a part-time basis. It caters for pupils aged from 3 to 11 and is near the centre of Huddersfield. Eighty-six per cent of pupils speak English as an additional language and almost a half are in the early stages of English acquisition. Many pupils join or leave the school during the school year or take extended holidays during term time. Consequently, standards are lower than they otherwise would be. Eight pupils are refugees. One hundred and twenty eight pupils (27 per cent) are on the school's register of special educational needs and this is above average. The major identified concern is a moderate learning difficulty. Five pupils have formal statements of need. The area served by the school is socially and economically very disadvantaged. Thirty-six per cent of pupils receive free school meals, which is higher than normally seen. The attainment on entry to the nursery is well below average, and this is mainly due to the fact that children at this age have very little or no English.

HOW GOOD THE SCHOOL IS

The school is providing an acceptable quality of education, with some good features. The climate for learning is good and pupils have good attitudes to their work. Pupils face many barriers to their learning, not least the limited language skills of many. Despite this, the achievement of many pupils is satisfactory, although pupils' standards in English, mathematics and science are below average when they leave the school at eleven. Teaching and learning are satisfactory overall. Leadership from the headteacher and key staff is good and many actions are in place to take the school forward. The school provides satisfactory value for money.

What the school does well

- Pupils make good progress in their information and communication technology skills and are confident when using computers.
- Leadership from the headteacher and key management staff is purposeful and they work closely together as a team determined to raise standards.
- Pupils enjoy a rich and varied range of experiences that make them eager to learn.
- Opportunities to enhance pupils' spiritual, moral, social and cultural development are very good and add to pupils' self-esteem and confidence to join in all that the school offers.
- Parents have very positive views of the school. Staff work hard to include them in their child's education.

What could be improved

- Standards in English, particularly writing, so that pupils can respond more successfully in all subjects.
- Standards in mathematics and science.
- The quality of teaching so that there is a higher proportion of good and very good teaching to ensure that pupils make better progress and reach higher standards.
- The governors' involvement in making decisions about the future development of the school and in monitoring and evaluating these developments.
- Attendance, which is well below the national average.

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 satisfactory improvement since it was last inspected in April 1998. The rate of progress has been hampered by several staffing difficulties. Improvement in the results of national tests has been in line with the national trend and this earned the school a nationally recognised Achievement Award in 2001. Results dipped last year but have risen this year. Inspection evidence identifies an improving picture, although standards in English, mathematics and science remain below the national average. Issues raised in the previous report have all received attention. Lesson plans have improved and now include clear learning outcomes that are shared with pupils. Subject leaders evaluate teaching in their subjects, although the changes of leaders and staff absences mean not all staff have been able to fulfil this role. There is an appreciable improvement in information and communication technology and standards now meet those expected nationally. Behaviour is satisfactory, although a few members of staff still do not apply the school's good systems and this leads to pupils' behaviour deteriorating. The safety concerns identified have been resolved and additional fencing is on order to maintain the security of the playground. Despite the school's efforts, attendance remains low.

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	E	E*	E*
Mathematics	E*	E	E*	E*
Science	E*	E	E*	E*

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

Test results compared with the national average and the average for similar schools were in the lowest 5 per cent in the country. However, in interpreting the above table it must be borne in mind that the overall attainment level of children entering the school is well below average, and that most of the pupils in the school speak English as an additional language. Comparison with similar schools is only in relation to the number of pupils eligible for free school meals and no other factors. Test results in 2002 were lower than the previous year because this group included a high number of pupils with special educational needs, several took extended holidays and a few were newcomers to English. The overall trend in results has been similar to the national picture. Current standards in Year 6 are below average in English, mathematics and science. Standards are higher than the tests last year because of the higher ability of this group, and also they are working at higher levels in lessons than the test results suggest. Pupils learning English as an additional language find the time restrictions of tests difficult, as they are slow at putting ideas on paper. Overall achievement is satisfactory. Pupils who have stayed on roll long enough to benefit from the school's education, and have not had their learning disturbed by lengthy holidays, often make good progress. Current targets are realistic and early indications are that these have been exceeded.

In 2002 the results of national tests in reading and mathematics at the end of Year 2 were in the lowest 5 per cent both nationally and when compared with similar schools. Results in writing were well below the national average and the average of schools with a similar intake. Teachers' assessments of science were similarly low. Many pupils have not developed the full range of English language skills that are required to reach the level expected for their age. Considering their attainment as they start in Year 1, overall achievement is satisfactory. However, higher attaining pupils are not always sufficiently challenged or enabled to work at higher levels and could make more progress.

Children in the nursery and the reception classes make satisfactory progress, although they do not reach the level expected for their age because of the restrictions in their language skills and their low starting point. They make good progress in their personal and social development and this prepares them well for Year 1.

Pupils with special educational needs and those who are targeted for extra help because they are in the early stages of speaking English make satisfactory progress. When receiving additional support clearly focused on their specific needs they often make better progress relative to their prior attainment.

The school has given great attention to information and communication technology, and pupils make good progress and reach the level expected for their age. Progress in geography and history is hampered by pupils' language skills and standards are below average. Standards in all other subjects are wholly satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are proud of their school. Most are willing learners and eager to play a part in all the school offers.
Behaviour, in and out of classrooms	Satisfactory. In many lessons and in assemblies behaviour is good. On occasions, pupils lose interest in lessons and behaviour deteriorates. Pupils take too long to settle to lessons after coming in from playtime.
Personal development and relationships	Good. Pupils willingly accept responsibility to carry out duties in lessons and around school. Relationships are good. Pupils respect each other and adults.
Attendance	Unsatisfactory. This is partially due to the number of families that take extended holidays in their country of origin.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is satisfactory. Examples of good teaching were seen especially in Years 2 and 6 when in two lessons the teaching was excellent. Much new learning takes place in these classes. A small amount of teaching seen in the juniors was unsatisfactory or poor. Children settle quickly in the nursery and reception class because of the warm relationships and the carefully organised day.

The teaching of English and mathematics is satisfactory. Pupils are encouraged to read for pleasure as well as for information. Letters and sounds are taught in literacy lessons, but sometimes insufficient time is given to this activity to consolidate learning. Teachers open numeracy lessons with lively question and answer sessions, which increase pupils' numeracy skills. Teachers do not always get pupils to explain the methods used when solving problems. Teaching of information and communication technology skills is good and leads to effective learning.

The learning needs of pupils with special educational needs and those in the early stages of learning through English as an additional language are satisfactorily met. Most teachers set tasks that match their needs, but this is not always the case. In some lessons teachers talk for too long or activities lack sufficient variety to maintain the interest of these pupils.

Teachers have a secure knowledge of the subjects they teach and planning of lessons is good. Their enthusiasm for art shines through and is evident in the attractive work on display. Management of pupils is usually good but, when teaching is weak, teachers do not make effective use of the school's behaviour strategies and learning is disrupted by misbehaviour. Tasks are set that do not always sufficiently challenge pupils. Teachers mark pupils' work conscientiously, but do not always make it clear to pupils how they can improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The learning experiences for the children in the nursery and the reception class are well planned and include many interesting activities. The curriculum throughout the school is rich and is extended by a very good range of clubs, visits and visitors.
Provision for pupils with special educational needs	Good. Learning difficulties are identified early and detailed individual education plans guide teachers and support staff so that these pupils are fully included in all activities.
Provision for pupils with English as an additional language	Good. All pupils are assessed to check on the amount of support they need. Most teachers take care to check that those pupils in the early stages of speaking English understand what is happening. Bilingual staff offer translation when required.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual development is very good. Some very imaginative projects extend pupils' awareness about the need to care for the environment. Moral and social development is good. Staff grasp every opportunity to promote fairness and they value pupils' contributions. Cultural development is very good. Staff celebrate the different cultures in the school.
How well the school cares for its pupils	Good. Staff know the pupils well and take good care of them. Good procedures are applied for child protection. Procedures to assess academic progress are good and information is used well to deal with weaknesses. Pupils have individual literacy and numeracy targets, but these are not fully understood by pupils and so are not as effective as they could be.

Parents have no major concerns about the education their children receive. The school works hard to establish very good links with parents. However, the contribution parents make to their children's learning is limited and a few are not carrying out their statutory duties to ensure their children attend school regularly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy headteacher are a strong team and have implemented many clear strategies to raise standards. Decisions are based on school self-evaluation and other key staff play a full part in the management of the school.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive of the school and check that all statutory duties are met. They are not sufficiently involved in setting the school's priorities or in monitoring the school's progress to meet them.
The school's evaluation of its performance	Good. The school evaluates its performance through analysis of test data and adjusts the curriculum when a weakness is identified. Governors rely heavily on the headteacher for information about the school's performance. Monitoring of teaching is good and has identified areas needing attention.
The strategic use of resources	Good. The school makes good use of funding available and closely monitors spending. The school applies the principles of best value well and extra funds are spent wisely in the interest of the pupils. The match of teachers and support staff to the curriculum is very good. Learning resources are good, including the availability of computers although those in classes are underused. The accommodation is very good and every space is used well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seventeen parents attended a meeting held before the inspection and 90 parents completed a questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and it helps them to become mature.• Teaching is good and teachers have high expectations of their pupils.• They are kept well informed about their children's progress and what is happening in school.	<ul style="list-style-type: none">• No issues were raised in the questionnaires or in the parents meeting held before the inspection.

Parents are pleased with all aspects of the school. Inspectors agree with most of the parents' views. However, they find that teaching and progress are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Many of the pupils attending the school have a number of problems that make learning difficult for them. Not least of these is the fact that a high proportion are learning through English as an additional language, and many have limited experience of speaking English when they start in the nursery. Several pupils enter the school at different times during the year and a few are newly arrived in the country and so have little, if any, knowledge of English. Many families have limited experience of school and parents have difficulties helping their children at home because they often have no previous formal education. As well as having difficulties learning through English as an additional language, a high number of pupils lack skills in their heritage language and are assessed as having special educational needs. Attendance rates are low because many pupils take extended holidays to their country of origin and this has an adverse effect on pupils' continuity of learning. Staff work hard to overcome these difficulties. Overall achievement is satisfactory and evidence shows that pupils who have stayed on roll long enough and have not had lengthy absence often make good progress. Standards are similar to those identified in the last inspection, and in English, mathematics and science are well below average in Year 2 and below average in Year 6.

Standards and progress in the Foundation Stage¹

2. Most children enter the nursery with skills that are well below average. Whilst children make satisfactory progress, few reach the national early learning goals² by the end of the reception class. This is mainly because of their limited spoken English, although most can make themselves understood for daily routines. Pupils make good progress in their physical development because of the good resources available. Many also achieve well in their personal and social skills and grow in confidence in the Foundation Stage so they are more prepared for learning as they start in Year 1.

Standards and progress in Years 1 to 6

3. Inspection evidence shows that standards in Year 2 reflect the most recent results of national tests and teacher assessments, which were well below both the national average and the average of similar schools. The results in reading and writing were in the lowest 5 per cent in the country. Approximately 40 per cent of pupils did not reach the level expected for their age. Few are exceeding the level expected for their age, and this is holding down the school's performance. Compared with national statistics the school's results have been well below average since 1999. However, the low standards children have when they start school must be taken into consideration when looking at these results. Many are hampered by their limited skills in speaking English. By the age of seven, many pupils have not developed the full range of language skills that are required to meet the national expectations at the end of Year 2 or to meet the language demands of the National Curriculum. Current standards reflect a slight rise in the number of pupils reaching the level expected for their age, especially in mathematics. However, pupils capable of higher attainment are not always sufficiently challenged and, in science, do not have enough opportunities to work at the higher level and their progress could be better.

¹ The Foundation Stage begins when children reach the age of three and finishes at the end of the Reception class. It is a distinct stage in preparation for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy, mathematical development, and personal and social development, but also include knowledge and understanding of the world, physical and creative development.

² Early learning goals are the expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the recommended areas of learning. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

4. Current standards in Year 6 are higher than the test results in 2002, which were well below average in all subjects. In fact they were in the lowest 5 per cent in the country compared both with the national average and the average for similar schools. Before 2002, results had been steadily rising and the school received a nationally recognised Achievement Award in 2001. Results dipped significantly last year. The school's analysis of individual performance was useful in supporting its explanations for these lower results. The reasons include:
 - a high number of pupils identified as having special educational needs (at one time 10 pupils had formal statements of special educational need);
 - seven pupils were new to the school, including children of parents seeking asylum;
 - 13 pupils had taken recent extended holidays;
 - two pupils had extreme attendance problems.

5. Given this information, most pupils were doing as well as might be expected of them. Inspection evidence shows that the school has returned to its previous higher standards and increased the number of pupils exceeding the level expected for their age. Improvements have been brought about by:
 - the strong teaching in Year 6, which is boosting achievement for the older pupils;
 - more interventions to encourage parents to help pupils at home;
 - closer tracking of attainment and so offering help at an earlier stage;
 - teaching pupils in groups according to their ability in mathematics so that their needs can be more closely met;
 - a girls' group to try to overcome their passivity in lessons.

6. Standards are higher than the tests because pupils find the time restrictions of tests difficult, as they are slower at organising their ideas and putting them down on paper. This difficulty is very evident in writing and standards are well below average. Many pupils do not have the imaginative language required to reach the level expected for their age. It is to the school's credit that many pupils are reading with some degree of accuracy, although many have difficulty understanding the text and reading between the lines of stories to help them comprehend the characters and their feelings. Pupils use their mathematical knowledge to solve problems and their language difficulties do not hamper their progress as much as in English. However, many find it difficult to explain the methods used in their calculations. Given the limitations of the pupils' skills on entry to school, overall achievement is satisfactory. However, the pupils who do not have their learning disturbed by lengthy holidays often make great strides forward, especially the pupils who are learning through English as an additional language. This is because they start to gain more confidence in speaking English and this aids their progress in all subjects.

7. The school was close to meeting its targets last year but, with the constant changes in the school's population, it is extremely difficult to set accurate targets. The current targets for Year 6 are suitably challenging. Early indications are that these have been exceeded, with more pupils reaching the higher levels than the school anticipated.

8. Teachers promote literacy and numeracy in other subjects. This helps pupils to recognise the different styles of writing. For example, in design and technology pupils in Year 6 evaluate the slippers they have made, using lists and bullet points. Work in history and geography is constrained by pupils' lack of literacy skills and depresses the standards in these subjects. This is not the case in numeracy because many pupils have the basic skills to help support their learning. For example, in information and communication technology pupils analyse attendance figures and record their information in graphs.

9. The school assesses all pupils in their English speaking skills and targets those who have limited, if any, English. These pupils make satisfactory progress from a level that is well below that normally seen, and some achieve well especially when they receive help in lessons. The school generally makes good use of the specialist language support

teachers, bilingual staff and classroom support staff. Occasionally, support staff are not as effective in leading groups and, after providing suitable translations, are less sure about helping with the written tasks. In the best lessons, teachers use practical activities and take care that vocabulary is always explained to these pupils. However, this is not the case in all lessons and when support is not available pupils start to lose the thread of the lessons and do not make enough progress.

10. Over one in four pupils has been identified by the school as having special educational needs, which is higher than average. Although most pupils are learning English as an additional language, the procedures for identifying those who also have special educational needs are clear. Effective use, for example, is made of bilingual assistants to identify pupils who have difficulties beyond those of learning a new language. Clear targets are established in pupils' individual education plans to steer teachers and support staff. The work of pupils with special educational needs shows their standards are well below the level expected for their age, particularly in literacy and numeracy. Planning makes few direct links between teaching and the targets in each pupil's individual education plan. The result is that, although pupils make satisfactory progress, there is potential for better achievement. Overall, progress is satisfactory in relation to their prior attainment.
11. The school recognises that girls are not doing as well as the boys in national tests. Alterations have been made to the groupings of pupils, including a group made up of only girls, to encourage them to play a more active part in lessons. Attendance figures suggest that girls do not attend as well as the boys and this has an obvious adverse effect on their progress.
12. Since the last inspection, the school has given great attention to information and communication technology. Standards have improved in this subject and are now in line with what is expected nationally. This represents good achievement for many pupils. Standards have also improved in religious education and pupils reach the level set out in the locally agreed syllabus.
13. In history and geography standards are below average. In all other subjects standards of attainment are typical for this age.

Pupils' attitudes, values and personal development

14. Overall, pupils' attitudes to school are good. Almost all parents believe that their children enjoy coming to school. At the parents' meeting held before the inspection some parents spoke of their children, who initially spoke no English, taking to school very well and relishing their new friends and experiences. Pupils on the school council have mostly praise for the school and can think of little that would improve it. Most pupils are punctual and start school in the morning in a positive mood, although many show signs of tiredness. Children in the Foundation Stage, although many speak little or no English, are fascinated by the experiences offered and grow quickly in confidence. In the rest of the school, pupils' attitudes in lessons are very much related to the quality of the teaching. In the most stimulating lessons, pupils are keen to answer questions and share their ideas. Pupils, even the younger ones, overflow with opinions, descriptions of their own experiences and about what they have learned. Some pupils who do not speak English at home show that, even though their command of English may be limited, they are keen to contribute.
15. Generally, pupils begin work promptly when asked and continue to work when directly supervised by an adult. In some classes they also work steadily unsupervised, provided the task is well within their capabilities. However, in lessons where the teacher does not motivate them sufficiently, or where the task is inappropriate to their present level of knowledge, they can quickly lose interest, become restless and the rate of learning

decreases. In some lessons, staff give too much direction and pupils are given insufficient opportunities to display initiative. Pupils are keen to take part in practical activities, however, and are enthusiastic about helping out around the school. Although there is a good range of clubs and activities outside lessons, participation is often low, because of pupils' other commitments immediately after school.

16. Pupils behave satisfactorily both around the school and in lessons. In most cases, they respond with obedience to the teachers' instructions and accept rules. Pupils understand the differences between right and wrong. Providing good teaching challenges them and they are supported appropriately; pupils behave well in lessons but, when teaching lacks variety, there is an undercurrent of restlessness because pupils feel insufficiently involved in what is going on. On occasions, the behaviour of a minority becomes unsatisfactory or poor and the whole class becomes distracted and unable to learn. They behave in a civilised manner in the dinner hall and well in assemblies, listening politely to the teacher's and other pupils' contributions. In the playground, pupils play well together, although there is a tendency to split into ethnic and gender groups. Staff sometimes have difficulty in getting pupils to line up after break times and they are insufficiently settled when they return to lessons. This has a negative impact on subsequent behaviour and learning.
17. Most pupils are courteous, friendly and open. They respond well to adults. Some parents at the pre-inspection meeting thought that bullying is a problem, but none was seen and most pupils thought it would be resolved if it occurred. The few white pupils are generally well integrated in lessons. A higher than average proportion of pupils was excluded last year, largely for violence or verbal abuse. None of these exclusions was permanent and, in most cases, the pupils were successfully reintegrated into school life. The numbers of exclusions are fewer this year. No examples of such extreme bad behaviour were seen during the inspection.
18. Relationships in the school are generally good. Most pupils get on well with each other and adults, and are generally aware of the impact of their actions on others. They respect the right of others to have different beliefs from their own. The good rapport in many lessons allows debate in which pupils develop their speaking skills. Even the younger pupils can be encouraged, by careful questioning, to talk about themselves and their lives. In a few lessons, however, pupils do not show respect either for the teacher, ignoring instructions or continuing to talk when the teacher is talking, or their fellow pupils. Most pupils willingly accept practical responsibilities offered. For example, some older pupils act as play leaders for younger ones. The pupil representatives largely run the school council, a task they take very seriously.
19. Attendance is well below the national average, but is better than it was at the previous inspection. However, days for religious observance have accounted for almost 2 per cent of absences this year, and one per cent for the extended breaks some pupils take to family in Asia. Without these, attendance is similar to other primary schools. The extent of extended absence has been reduced in recent years, largely because the school has emphasised to parents the benefits of maximum attendance. However, this absence, which is understated because pupils are taken off the school roll after a month, has a negative effect, particularly on the learning of younger pupils who are just beginning to master English. There is a clear relationship between poor progress and extended absence, which exclusively affects pupils of Asian extraction. Lateness, by a small minority of pupils, sometimes disrupts the start of lessons.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching and learning is satisfactory. In the 92 lessons seen, teaching was excellent in two, very good in eight, good in 34, satisfactory in 43, unsatisfactory in four and poor in one lesson. The best teaching seen was in Years 2 and

6 and the excellent teaching was in these years. This effectively accelerates learning and enables pupils to achieve well at the end of the infants and the juniors. The teaching which was less than satisfactory was in music, physical education, personal and social education, and science in Years 3 to 6. The amount of good teaching seen during this inspection was slightly lower than at the time of the previous inspection. The school is currently struggling with staffing changes linked to unavoidable absence due to ill health, and some temporary teachers were less confident in applying the school's whole-school policies on behaviour management and assessment.

21. The strengths in teaching and learning are:
- challenging teaching in Years 2 and 6 with a good focus on the needs of all abilities;
 - good teaching in the nursery where children get off to a good start in their education;
 - planning is good and most lessons have clear learning outcomes;
 - the teaching of information and communication technology is good in the computer suite;
 - teachers have a good knowledge of art and design and share this well with pupils;
 - support staff check that pupils with special educational needs and those needing help because they are in the early stages of speaking English play a full part in lessons.
22. Areas for development include:
- the variety of methods and pace of lessons to ensure the interest of pupils is sustained throughout the lesson;
 - a consistent approach to managing behaviour;
 - closer planning with bilingual staff so they are clearer about the purpose of the tasks they are supporting;
 - the use of computers in class to support learning;
 - closer attention to the progress pupils are making so that tasks are sufficiently challenging for the higher attaining pupils, and staff are more aware of the language needs of pupils;
 - paying more attention to pupils' individual literacy and numeracy targets so that pupils are more aware of what they need to do to improve.

Teaching and learning in the Foundation Stage

23. The overall quality of teaching and learning is satisfactory. It is better in the nursery, where the pace of lessons is brisker and a more lively approach captures the interest of the children. This is essential for the many who have very little English because they are encouraged to overcome their difficulties and join in with the many carefully planned practical activities. Throughout the Foundation Stage, children are encouraged to accept responsibility and make choices, and this greatly enhances their self-confidence and ability to communicate their basic needs. Although teachers are aware of the children's language needs, they do not always promote these well. For example, the play areas are not always used as effectively as they might be to extend language skills. A common strength is in the care that all staff have for the children, and their wish to help them do well.

Teaching and learning in Years 1 to 6

24. Teaching and learning are satisfactory overall, but vary very much from class to class. Teachers generally have a secure knowledge of the subjects they teach. In response to training, teachers are confident when teaching information and communication technology and standards have risen. Teaching of English is satisfactory and leads to sound learning. A weakness in some literacy lessons is a lack of clarity about what is to be learnt in the group sessions and the pupils' learning slows in this part of the lesson. In the more effective literacy lessons seen, the teachers were confident in their own knowledge and their enthusiasm shone through and inspired the pupils. The teaching of mathematics is

satisfactory, with some examples of good practice in the teaching of numeracy. Lessons follow the guidance of the National Numeracy Strategy and usually include a practical introduction, which is useful in sharpening pupils' skills in using number. Teachers do not always extend pupils' problem-solving skills by drawing from them the methods used in their problem solving. As a result, opportunities are missed for pupils to learn from each other.

25. Planning is good and teachers make good use of the new planning guidelines to ensure the requirements of the National Curriculum are covered. Plans identify clear learning outcomes, which has resolved a weakness identified in the previous inspection. Teachers in the best lessons share these with pupils so that they are clear about the purpose of their tasks. A weakness in some literacy lessons is linked to planning because teachers do not always give enough attention to the school's guidelines for the teaching of spelling and handwriting. The teaching of these skills is not as good as it could be if all staff put into action the advice in these policies.
26. In the best lessons, especially in Years 2 and 6, teachers have high expectations of pupils and challenge them to work to their full potential. Tasks that challenge are effective in raising standards, especially of the higher attaining pupils. This is less evident in some lessons and was a factor contributing to some of the teaching that was unsatisfactory. For example, in music in Year 4 pupils repeated the same song many times and were given percussion instruments to accompany with two or three simple beats. Similarly, in physical education in Year 5, pupils repeated a relay race but were not taught how to improve their sprinting. Little new learning took place in these lessons. A contributory factor to this lack of challenge is the informality of recording the progress pupils make in lessons. Some teachers do this very well and are able to pitch pupils' work at the correct level. However, others are less successful and they do not always use assessment to inform the next phase of learning. Consequently, tasks do not always match ability, and higher attaining pupils, especially, do not always have their needs met.
27. The difference between the satisfactory and the good lessons was the variety of teaching approaches that make lessons exciting and accelerates learning. When teaching was excellent in history in Year 6 the teacher used drama extremely well. As the teacher entered, dressed as a survivor of a local flood, effective learning was assured as the pupils sat spellbound by what she had to tell them. This was a most effective way in helping pupils with English as an additional language to extend their historical knowledge and for all to learn that people are an important source of historical information. Other teachers do not show this flair and lessons, although satisfactory, are not stimulating enough to fully capture pupils' interest.
28. Teachers' management of pupils is satisfactory. Again, examples of good practice were seen, with staff being very positive and patient and applying well the school's system of rewards. This led to lessons taking place in an orderly atmosphere and pupils learning to take responsibility for their own behaviour. However, as at the time of the previous inspection, this good practice is not evident in all lessons and was the major reason for the unsatisfactory and poor teaching observed. Some of this was linked to temporary teachers who are less confident with the school's procedures.
29. The school employs many support staff for pupils with special educational needs and for those pupils who need help because they are at the early stages of learning through English as an additional language. These staff have received training to help them carry out their responsibilities effectively. In lessons, bilingual staff provide translation when required, without stopping the flow of the lesson. These staff also lead small groups and are good at checking that pupils understand any new vocabulary encountered, especially in their reading. They are less effective in helping with other tasks because they are not always clear about the learning outcome. Sometimes they provide too much help rather

than encouraging pupils to think out their own investigations. At the time of the inspection the situation has been aggravated by staff absences and changes that had limited opportunities for joint planning.

30. Resources are generally used well. For example, in music in Year 1 the very effective use of puppets helped pupils to understand the basics of composition, and they quickly settled to write their own simple musical phrases. Teachers make good use of the computers in the suite to support learning in other subjects. However, computers in class are not used as much as they could be and opportunities are missed to make lessons more interesting by including the use of computers.
31. The best lessons go at a brisk pace and pupils settle to work quickly and achieved much. In an orienteering lesson in Year 6, pupils were organised swiftly and used a lot of energy throughout the lesson. In some lessons the pace of learning is not fast enough. Some lessons include too much talking by the teachers and pupils find it difficult to take in so much information and their concentration wanes.
32. The overall quality of teaching for pupils with special educational needs is satisfactory. Pupils who have a statement of special educational need are taught well and often have a support assistant to ensure that they understand what is asked of them and stay focused on their work. Class teachers mainly teach pupils with special educational needs in class lessons, often with the general help of support staff. In addition, there are some targeted opportunities for pupils to be withdrawn from lessons for group and individual work. The teaching of these pupils is more variable, although never less than satisfactory. In some year groups, pupils work in groups for English and mathematics with others who are at similar stages of learning. This organisation is helpful in reducing the size of the groups, so staff have more time to work with individual pupils. In many lessons other than in English and mathematics, teachers' planning does not refer to the previous work of those pupils with special educational needs and although they make satisfactory progress it could be better.
33. Teaching of pupils who are in the early stages of speaking English is satisfactory, with examples of good practice when teachers show a clear understanding of the importance of giving pupils as much visual and practical access to the meaning of the work being undertaken. This was evident in the excellent lesson in English in Year 2, when the support for these pupils was a very positive feature. The teacher used excellent resources to make learning interesting and used talking partners to encourage discussion and learning was excellent. This is not always the case. Some teachers fail to recognise that, although some pupils are able to communicate in English, they still need help with vocabulary and more abstract concepts.
34. The overall quality of marking is satisfactory. The best examples are sharp and include clear advice on how to improve. Teachers in their marking do not remind pupils of their numeracy and literacy targets and are not suggesting what pupils need to do to reach them. As a result, these targets are not as effective as they could be in helping pupils to improve.
35. Parents are satisfied with the amount of work set for pupils to do at home. Overall, this is satisfactory and includes opportunities for reading and learning spelling.

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

36. The quality and range of learning opportunities are good. The curriculum is varied and well balanced, and this is an improvement since the last inspection. The curriculum now complies fully with legal requirements, and the Foundation Stage curriculum follows the

government's guidelines for children of this age. The locally agreed syllabus for religious education is taught in full, and the school is always diligent in informing parents of their right to withdraw their children from religious education.

37. The children in the Foundation Stage experience a rich curriculum based on the nationally recommended areas of learning. Staff are very aware of the particular needs of the children who have little spoken English and keep a watchful eye to check they are settled happily to a task. The focus on personal, social and emotional development is effective in enabling the children to settle happily and grow in confidence in preparation for Year 1.
38. In the rest of the school, great care has been put into planning the curriculum. This is more thorough than at the time of the last inspection because most subjects follow the nationally recommended planning guidelines. The allocation of teaching time to each subject is very carefully thought out and is appropriate to the needs of the pupils. The curriculum is relevant to the cultural diversity in the school and staff relate the content of topics to pupils own experiences. For instance, topics in geography have allowed them to study Pakistan rather than only India.
39. The National Literacy Strategy has been implemented satisfactorily and is providing staff with clear guidance, and helping to raise standards. Some lessons are not planned with sufficient consideration to pupils' current needs and so pupils work at the prescribed level in the National Literacy Strategy rather than at the level appropriate to their ability. On the other hand, staff transfer pupils who have just arrived in the country with no spoken English to the younger classes so that they can pick up early literacy skills, and this is generally working well. Teachers promote literacy well in other subjects. For instance, Year 6 pupils write scientific reports and recognise this style of writing. The National Numeracy Strategy is firmly established and is improving the teaching of numeracy and this is having a positive impact on standards in mathematics. Numeracy skills are promoted well in other subjects, For instance, Year 6 pupils use line graphs well in science to record the results of their experiments.
40. The range of extra-curricular activities is very good and has greatly improved since the last inspection. Clubs are run before school, at break, lunchtimes and after school by willing and enthusiastic staff and coaches. Participation during school time is good, but the take-up after school is not extensive because most pupils attend Mosque school. Sporting activities include soccer, cricket, gymnastics and ten pin bowling. Pupils have opportunities to compete with local schools. Musical events are well supported by pupils with, for instance, the tabla teacher taking four sessions per week. The popular drama club is currently working on their own version of 'Cinderella'.
41. Themed weeks enrich the curriculum. Arts weeks include visiting artists and the impressive results are seen throughout the school. The school recognises the importance of learning through first-hand experiences and organises many visits. Recent trips have had very positive influences on the curriculum, with the pupils being very aware of the area around Holme and the events of the flood. The local community officer, fire brigade, community leaders, theatre groups and musicians all play a very positive part in enhancing pupils' experiences. The recent 'Zoo Lab' visit gave pupils a chance to hold small mammals and improved their understanding of the science topic.
42. The school is effective in ensuring that its curriculum is socially inclusive. If assessment identifies that pupils need additional help, staff try to fit this in at times that minimise missing other subjects. Bilingual support and specialist teachers are targeted to work mainly with younger pupils, and those who have recently arrived in the country in order to help them 'catch up' in acquiring language skills. Extra time is allocated to teaching technical terms which are to be included in current topics. For example, Year 1 pupils learned words for their science work whilst drinking their milk. The school has systems in

place to provide for pupils identified as gifted and talented so that they can extend their skills. Flexibility in planning allows pupils to move to higher age groups in some subjects to cater for their needs. The school is well aware of the seemingly different levels of attainment between boys and girls and has taken appropriate measures to improve the situation.

43. Pupils with special educational needs gain considerably from the broad range of experiences and additional activities that the school provides. Most grow in confidence and develop a reasonable ability to communicate socially with each other. Occasionally, pupils are withdrawn to work in small groups. This is planned carefully to avoid missing too many other lessons. The sessions are closely linked to the pupils' very specific needs, are relevant to their needs and improve pupils' achievements.
44. Overall, arrangements for pupils' personal, social and health education are good. The school promotes healthy lifestyles and was awarded a Healthy Schools' Award in 2001. Specific lessons in personal, social and health education are a regular feature within the curriculum. The school successfully prepares pupils for citizenship and adult life, and uses agencies such as the police and fire brigade to support this work. The school regularly provides health education instruction for pupils and the dangers of drugs misuse are well promoted. The governing body has decided to include sex education in the curriculum in addition to that which is covered in the science curriculum.
45. The school serves the community well and the community has a considerable impact on pupils' learning. Recent innovative schemes are the 'Arid Lands' and the 'Street Life UK' projects, where pupils helped create a garden for the community from wasteland near the school, and received national recognition. These projects have created much excitement, including being on television, and have developed pupils' sense of citizenship and caring. Gifted and talented pupils are welcomed to the school of excellence organised by the 'Excellence in Cities' project. The school makes good use of local resources with pupils regularly taking walks around the area to improve their geographical vocabulary and understanding of place. People living locally are encouraged to make use of the school's facilities and groups such as the fitness club are well established. Links with commerce and industry are used well by the school. For instance, a local supermarket supported Year 6 pupils who successfully prepared a meal for family and visitors.
46. Relationships with local schools are good. The school works very closely with early years providers, child minders and directly with the mothers to smooth children's start to school. Contact with other local schools helps to develop the curriculum, though the quality of this contact varies from subject to subject. The local cluster of schools competes against one another in a few sports events and they mix teams occasionally to foster positive relationships. The school maintains very good relations with local secondary schools and this helps pupils transfer smoothly. The initiative enabling experienced and skilled secondary teachers to work in the primary science programme is having a positive effect on standards.
47. The school's provision for spiritual, moral, social and cultural education is very good. This reflects the high priority given to this area across all aspects of school life. The school has built on the good overall standards noted in the previous report.
48. Opportunities for pupils' spiritual development are very good. Pupils are encouraged to share their thoughts and experience of their own faiths. They reflect on the importance of religious belief for some people. Festivals in the Muslim, Christian and Sikh Calendars are explored and enjoyed as pupils consider the common threads and the differences of approach. The school has been granted a determination to lift the requirement for a broadly Christian act of worship. Assemblies reflect the school's aims to celebrate its multi-cultural, multi-racial nature. Pupils are given opportunities to reflect on the

importance of prayer. For instance, in Year 4, pupils support their reflection by gazing into a lighted candle as they each compose a personal prayer. An ethos of respect and care is apparent through the school in the way pupils' work is valued and displayed. Large works of art, created collaboratively, stimulate reflection and promote in pupils a feeling of respect for each other and sense of value of the school's achievements. In class, frequent opportunities are created for pupils to ask questions and to make connections in their learning. Very good use is made of the world beyond school and pupils are encouraged to broaden their horizons and appreciate the beauty of nature, for instance, in listening to a lark sing or watching with delight as their plants grow in the 'Arid Lands' project. Younger pupils experience a sense of wonder when noticing that where there was blossom on the tree there are now the tiniest of apples.

49. Provision for pupils' moral development is good. The school provides a clear moral code through its behaviour policy, which sets a framework for pupils to consider and draw up their own classroom rules. Assembly themes are carefully chosen so that children learn to think about issues of daily life such as friendship and honesty, as well as ethical questions such as war and peace. Staff often share their own personal experiences with pupils to raise their awareness and their ability to see another person's point of view. Good use is made of stories and of role models, like Nelson Mandela, Florence Nightingale or Mary Seacole, to raise pupils' aspirations and awareness of choice. The school's values are constantly reinforced through displays and posters, so that pupils are well aware of the school's expectations and most try hard to live up to them.
50. Opportunities for pupils' social development are good. The school fosters a sense of community and reinforces its values in weekly celebration and achievement assemblies. These enable pupils who have worked hard or behaved particularly well to be congratulated, and all pupils to reflect on their own contribution to school life. The display of achievement awards throughout the week is a constant reminder of standards to be reached. Pupils experience the democratic process in electing delegates to the school council. Representatives exercise responsibility well in putting forward ideas in considering and making decisions. Older pupils willingly carry out minor administrative tasks around school with care and are trained to act as play leaders for younger children. The residential visit widens the experience of some pupils in Year 6 and supports independence and collaborative skills. All pupils are given frequent opportunities to work in small groups in class and are usually successful in co-operating in common tasks. Playtime and lunchtime clubs enable pupils who have difficulty in relating to others in the playground to socialise in a smaller group. The learning mentor provides very good support for troubled pupils. There are appropriate opportunities for pupils to represent the school in the wider world. Pupils join in local education authority projects, such as the Huddersfield Music Festival and Swimming Gala.
51. Opportunities for cultural development are very good. Pupils are encouraged to be proud of their own culture and to share their experiences, both of cultural activities here and of visits to Pakistan. Particularly good use is made of examples of Islamic art when pupils study pattern. The range of music in assembly reflects the cultural diversity of the school population. Opportunities to work alongside craftspeople and artists of different backgrounds and experiences nurture pupils' talents and provide in-depth creative and cultural experiences for many. The works of a wide variety of traditional and modern artists are used to inspire pupils' own work and to raise their awareness of different cultures. A range of visits to libraries and museums helps pupils put their knowledge into context and broaden their experience beyond home and school. Links with the mosque and with the local Christian church provide a range of experiences through which pupils can consider their position in the world. Studies of the work of famous writers, like Shakespeare, and of different societies and places, help pupils to question assumptions and to reflect on their significance.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. The school is a caring and secure place for children to learn and procedures for promoting this are good. Child protection procedures meet local guidelines and staff are trained in their use. They are experienced and sensitive in their application, and outside agencies give good support. Those pupils who have medical problems, or who are ill or have accidents at school are well cared for by trained staff. Staff and pupils keep a watch for safety hazards and there is a system for regular premises inspection for hazards. There are regular checks on fire safety and electrical equipment and the school holds fire drills as required. However, on a very large and complex site, these procedures need to be more rigorous and those carrying them out better trained. The school should implement a better system for ensuring that all hazards identified are corrected. Staff complete written risk assessments for off-site excursions by pupils. One concern noted during the inspection was that many staff do not have adult sized chairs for sitting in lessons or assemblies; many of the chairs they are using are only suitable for younger pupils. The lack of fencing noted in the previous inspection has been remedied. However, the main playground is currently inadequately fenced to prevent pupils running onto the car park or road. A new fence has been ordered and the school has been waiting for some time for it to be erected.
53. Low attendance was an issue at the previous inspection and, although it has improved, it is still well below average. However, a significant proportion of absence is beyond the school's control and the school works hard to reduce other absence. There are very good procedures for improving attendance. Good attendance is rewarded both individually and for classes. The school has made good efforts to reduce the amount of unexplained absence and the length and frequency of visits in term time to family in their country of origin. Those who do go are given work packs and encouraged to record their experiences. Parents whose children are absent without reason are contacted early on the same day. Bilingual staff help, as appropriate, where parents do not speak English. Welfare staff, including bilingual staff, visit families who have problems, to encourage better attendance.
54. The school has good procedures for promoting good behaviour. These are largely effective, but not applied consistently by all teachers. When they are rigorously applied to classes that have had problems, even by teachers who are totally new to the class, the effect is a very substantial improvement in behaviour and attention, which allows good learning. Pupils appreciate the system of rewards and understand the sanctions. Where relationships are good, these work smoothly. The few pupils who are withdrawn to work with the learning mentor, because of difficulties in managing their behaviour, receive very good support. The school deals with bullying and racism effectively. When pupils are excluded, the school operates appropriate procedures to ensure that this is fair and that parents are appropriately involved. When they return to school, these pupils are given support to reintegrate them and to improve behaviour. In all but a few cases, these procedures work.
55. The school has good procedures for assessing pupils' progress in English, mathematics, science and information and communication technology. In all other subjects, procedures are satisfactory. Systems have been refined since the previous inspection to make them more informative. Every half term, pupils are assessed in reading, writing, speaking and listening skills and mathematics. Every term, information from teacher assessments in English, mathematics and science contribute to the school's tracking system, which builds individual profiles of attainment and achievement. Standards are checked against National Curriculum levels to compare pupils' attainment against pupils in all schools. Pupils' writing is sampled and evaluated three times each year against rigorous scales. Teachers find this information useful when assessing pupils' progress towards the level expected for their age.

56. Procedures used to assess pupils with special educational needs, and those who speak English in addition to their heritage language, are also good and provide detailed information about the needs of these pupils. The school finds out what pupils can do when they arrive in the school. Bilingual staff help to assess the abilities of pupils in their heritage language. Some pupils are identified as having special educational needs in addition to their lack of language. The information from initial assessments is used to determine the amount and type of support they need. Most support is targeted at younger pupils to help them become competent in English as quickly as possible. Pupils with special educational needs are provided with detailed individual education plans so that teachers can keep a close check on the progress they make.
57. The school makes satisfactory use of information gained from assessment to adjust the curriculum when a weakness in it is identified. In some subjects the amount of time between assessments makes it more difficult for staff to identify learning during a topic. It is unclear how the school supports those pupils who are assessed as not reaching the expected level by the end of a topic. A few teachers make good use of their knowledge of the pupils to modify their plans for lessons, and to plan the next steps in learning for each pupil. However, the school has no formal system to record any areas needing more attention in lessons and some teachers do not do this well, which leads to some lack of challenge in lessons. Analysis of pupils' performance in school and national tests has improved, with more analysis of assessment information. The school is now able to pinpoint areas that pose the greatest difficulties for its pupils. For example, analysis showed that boys were outperforming girls by a significant margin. The school identified that much of this was caused by the girls being absent more often than boys. The school responded by providing extra support and classes for the girls to raise their attainment. During the inspection, no significant differences were noted in the performance of boys and girls. Another positive response to a weakness spotted in the analysis of assessment was pupils' lack of technical vocabulary in mathematics and science, and this was found to be holding back progress. The school now ensures that pupils spend a few minutes each day learning the words they will need, such as shape vocabulary in mathematics. The results of these initiatives have yet to work through the school to raise standards.
58. Overall use of assessment is satisfactory with some good features. Information from the school tracking system is used to deploy support where it is needed most. For example, if pupils have been absent on an extended visit abroad, they receive more support with their language work. Each pupil has reading, writing, speaking and listening and mathematics targets, linked to National Curriculum levels. They help to set their targets, keep a 'target book', shared with their parents, and may keep copies in their workbooks. However, targets in English and mathematics often apply to a whole group of pupils rather than individuals. They are not written in 'child-friendly' words and have many steps to be achieved. Teachers do not always refer to these targets in marking and lessons. Consequently, pupils forget them and they are not as effective as they could be. The speaking and listening targets are more effective because of significant emphasis on this area of learning and the effective use of *talking partners*, and small group discussions, which enable pupils to learn from each other as a natural part of the lessons. However, this is a relatively recent focus and will take time and sustained effort to influence standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Parents are generally very satisfied with the school. At the meeting held before the inspection, parents were pleased with most aspects of school life. Few concerns were expressed, apart from the inaccessibility of the site for wheelchairs. In the questionnaire, all responses were overwhelmingly positive, with no significant concerns. Parents are pleased that their children enjoy school, that they make good progress through good teaching and are helped to become mature. They are happy about approaching the school with problems.

60. Generally, parents' views of the school are rather more positive than the inspection findings.
61. The school has made very good efforts to forge links with parents and to involve them in the life of the school and, in particular, their own children's education. Before children start in the nursery, parents are visited at home, usually by bilingual staff, and helped to understand how their children will be taught. Information is displayed around the school and there are regular newsletters on routine matters. There are signs in the main ethnic minority languages around the school. Bilingual staff are on hand to interpret or answer queries and may make home visits if needed.
62. Most communications have notes in a community language stating that staff at the school can answer questions, but the school is aware that many parents cannot read in their mother tongue and gives good oral support as well. The annual pupil reports meet the requirement to report progress on every subject and are written to reflect each individual's performance, including personal development. They lack clear targets for improvement, however, and indication of attainment compared to national expectations. Two formal meetings are held each year, so that parents can discuss progress with staff and see their children's work.
63. The school has introduced many initiatives to involve parents more, concentrating on the youngest children, for example, by helping to run the mother and toddler group in an adjacent building. This aims to improve parenting skills, such as educational play. Parents are invited into the nursery and go on visits with their children, for example, to a local park. Several courses and workshops have been started, for example a women's computer skills group. The number of these is growing, organised by the energetic community development worker. The take-up for the more academic courses tends to be very low, however.
64. Parents are very supportive of the school and, although many are limited by cultural and language constraints, overall make a satisfactory impact on their children's learning. Almost all parents come to the school to talk to the class teacher and staff vigorously chase up those who do not attend in the first instance. Parents of the younger children are most involved, as they often see staff at the end of the school day. Although some parents give good support at home, for many others their own command of, or confidence in, English limits this. The inconsistent support for reading and homework is reflected in the low reading standards of many pupils. Some adults volunteer to help around the school, for example, as reading partners, and this is much valued by staff. Some parents are using their gardening skills to help with the 'Arid Lands' project. Although there is no formal parents' association, parents support activities organised by the school, such as the Christmas celebration, and some attend assemblies.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The school is well led by the headteacher and the deputy headteacher, who comprise a strong team that is determined to put in place changes to raise standards. These include more rigorous assessment procedures and tracking of pupils' progress so that additional help can be provided at an earlier stage. More data is now available to evaluate the school's performance and this is used well to implement changes to lead the school forward. The headteacher knows the children well because she is a regular visitor to classes and this means she is very aware of what is happening in the school. Under her effective leadership a strong senior management team has been established. Parents are very happy with the leadership and management of the school and the improvements made in recent years.
66. Subject leaders manage their subjects well, especially in English, mathematics, science and information and communication technology, where leaders have had more opportunities to observe what is happening in lessons. Changes of leadership in some subjects means the current leaders are not as informed about standards in their subjects as they might be. Very good management of information and communication technology has resolved many of the weaknesses identified in the previous inspection. The deputy headteacher provides very good support to the headteacher especially in checking on assessment and identifying how the curriculum can be adjusted when a weakness is spotted. She also diligently supports new members of staff and students. The school provides placements for several students and effective management means this is beneficial to both the school and the student.
67. The co-ordinator with responsibility for the school's provision for pupils learning through English as an additional language manages the work of the support staff, bilingual assistants and specialist language teachers effectively. The co-ordinator has a clear vision and high aspirations for raising the attainment of pupils who speak English as an additional language. Assessments are monitored and the school is able to distinguish between learning and language difficulties. Support staff are then correctly linked to those pupils identified as most in need of support. Resources to aid learning are good and include bilingual books, costumes, artefacts and pictures.
68. The management of the school's arrangements for pupils with special educational needs is good. A policy is in place that provides very clear and useful guidance on procedures, and on the roles and responsibilities of staff. The experienced co-ordinator ensures that procedures are followed, parents are fully involved, and the documentation is kept up to date. A positive atmosphere is created in school that includes and values all pupils, whatever their capabilities. Staff are clear about what level of difficulty the pupils should be working and how they can contribute to pupils' learning.
69. The overall contribution made by the governing body is satisfactory. There has been some difficulty in recruiting and maintaining governors in the past. The current governing body is stronger and ensures all statutory requirements are met. Governors show a satisfactory awareness of the school's strengths and areas for development. They recognise that standards in national tests are low, but are not sufficiently clear about the progress pupils make or what the school is doing to raise standards. Although they are invited to the initial meeting when the school decides its future targets, governors find it difficult to attend. As a result, they are not as involved in strategic planning as they could be. Governors review the draft school improvement plan and approve it but, in general, rely on the headteacher to provide them with information about what is happening in school. The school improvement plan is not a regular feature on agendas of governors' meetings and so there is no formal system for them to check on the progress that the school is making to meet the current priorities.

70. The school improvement plan is a collaborative document and based on self-evaluation. Staff spend a day evaluating the school's progress towards the previous year's targets before agreeing current priorities. The headteacher includes any other targets from an analysis of statutory tests and national initiatives. This system means the school has a clear direction for the future. The plan is easy to follow and provides a useful vehicle for school improvement.
71. Efficient management has made sure that performance management is firmly established. The headteacher has wisely sub-divided staff under a leader from the senior management team and this has made the procedure more efficient. Staff training is closely linked to individual needs as well as to the needs of the school. Great emphasis has been put on training and this has reaped benefits, especially in teachers' confidence in information and communication technology. The school works as a team because the needs of all involved in the school have been recognised and the school has 'Investors in People' status.
72. As part of performance management teaching is regularly monitored. The headteacher also visits lessons to focus on a specific area linked to a priority in the school improvement plan. This has led to some teachers receiving extra help in certain aspects, including behaviour management. However, although areas for development have been identified, action to improve them has not always been followed up with sufficient rigour. For example, when teaching was less successful it was often linked to ineffective implementation of school policies. The sharing of the excellent practice observed is not a regular feature of raising the quality of teaching.
73. The school has large funds available for spending over and above the immediate areas of administration, classroom teachers and maintenance. It makes good use of all funds to further pupils' education, although it allows a very small amount each year, less than half of one per cent, for contingencies. The school assiduously targets these funds at the needs for which they are intended, such as pupils with special educational need or for ethnic minority support. Priorities identified in the development plan are used to set the annual budget, although this process is hampered by the slowness of obtaining essential information from the local authority. Once the budget has been set, expenditure is carefully monitored and proper control is exercised. Financial procedures are effective in the day-to-day running of the school. The most recent financial audit report identified some procedures that needed to be tightened up and this has been done. Office staff make good use of information and communication technology to provide an efficient service. The school applies the principles of best value to purchases of goods and services and is well aware of low standards and the need to improve them. Consultation is carried out before any major spending to check that good value for money is achieved. Awareness of the school's academic results compared with others is driving the school's determination to improve standards. Although expenditure per pupil is very high, pupils come to the school with very low standards and many impediments to learning, and the school uses these funds wisely, giving satisfactory value for money.
74. Overall, the adequacy of accommodation, staffing and learning resources is good.
75. The school has a very good number of teachers and support staff. Some classes have suffered from instability this year because of extended absence by some teachers, but the extra teaching staff allows some flexibility to partially overcome this. The school maintains class sizes at about average level and uses additional teachers as support for ethnic minority pupils who are learning English. It has also used specified funds in order to increase the number of support staff who speak ethnic minority languages. It can, therefore, help those pupils whose English is still poor, as well as developing their speaking skills in their heritage language. Generally, these support staff are used well, although all staff would benefit from additional training in helping pupils whose first

language is not English. There is also good provision for pupils with special educational need, although, in practice, it is not always easy to separate their provision from those being helped with their English. Other support staff, such as learning mentors and the community development worker, also help raise standards by supporting both pupils and parents.

76. The school was originally two schools, linked by a new building, and there are large numbers of stairs making access for people with physical difficulties virtually impossible. Nevertheless, the accommodation is good. Each class has a dedicated classroom of adequate size and there are large numbers of areas where groups of pupils can be withdrawn for instruction by support teachers or assistants. The sports hall is large and, although somewhat bleak for assemblies, is a superb asset for indoor games and physical education. Children in the Foundation Stage have dedicated outdoor play areas and the grounds are sufficient in size for playtimes, although somewhat cramped when grass areas cannot be used in wet weather. The new 'Arid Lands' project with gardens and large greenhouse is a very good resource and used effectively to develop science and language skills.
77. The school is well provided overall with learning resources. There are plentiful, good quality resources and teaching materials in all subjects, including a good range of books to encourage reading. Resources in religious education are adequate and the school hopes to add to the gymnastic resources for older pupils. Teachers make good use of the computers in the information and communication technology suite, but computers in the classrooms were underused during the inspection. The school makes good use of its locality for places for pupils to visit to enrich the curriculum. The local education authority resource library is also utilised well.
78. The many strengths in the leadership enables the school to fulfil many of its aims including to *'provide a stimulating and happy environment, where children are cared for and safe'*.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. In order to continue the improvement and raise standards the governors, headteacher and staff should:

- (1) raise standards particularly in English, mathematics and science by improving the quality of teaching and learning and paying particular attention to:
- the areas of development noted in the monitoring of teaching and more sharing of the best practice observed;
 - the consistent application of the school's guidelines especially in the teaching of spelling and handwriting;
 - the use of assessment in lessons to ensure that tasks are set that challenge all abilities, especially the higher attaining pupils, and staff are more aware of the pupils' language development;
 - closer planning with support staff so they are more aware of the purpose of the tasks they are supporting;
 - the variety of methods (including the use of computers in lessons) used by teachers to bring the pace of lessons up to the excellent practice seen in some lessons;
 - the consistent application of the school's behaviour policy so that learning always takes place in an orderly atmosphere;
 - the development of the pupils' individual literacy and numeracy targets so that they are clearer to pupils and they are more aware of what they need to do to improve;

(Raising standards is an on-going priority in the school's improvement plan)
Discussed in paragraphs: 1, 3-6, 9-10, 15-16, 20, 22-30, 33-34, 54, 57-58, 72, 77, 87-88, 93, 96, 100-102, 104, 109, 114, 116-117, 120, 125, 127 and 156

- (2) improve the governors' role in the management of the school by:
- extending their involvement in deciding the school's priorities for improvement;
 - monitoring and evaluating the school's progress to meet these priorities;
- Discussed in paragraphs: 69 and 72*

- (3) improve attendance by further impressing upon parents the adverse effects of poor attendance on pupils' learning.
- Discussed in paragraphs: 19, 53, 57, 64, 96 and 121*

In addition to the key issues above, the governors may wish to consider including the following minor issue in the action plan:

- provide more resources on the playground to encourage better behaviour and improve the strategy for bringing pupils from the playground to the classroom so that they are more prepared for lessons.

See paragraph 16

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	92
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	8	34	43	4	1	0
Percentage	2	9	37	47	4	1	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

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)	35	472
Number of full-time pupils known to be eligible for free school meals	N/A	169

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	0	126

English as an additional language	No of pupils
Number of pupils with English as an additional language	433

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	46

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.9
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	30	35	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	11	18	14
	Girls	25	25	24
	Total	36	43	38
Percentage of pupils at NC Level 2 or above	School	55 (61)	66 (69)	58 (76)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	16	13	16
	Girls	27	23	25
	Total	43	36	41
Percentage of pupils at NC Level 2 or above	School	66 (64)	55 (73)	63 (61)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	29	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	9	15
	Girls	11	5	15
	Total	21	14	30
Percentage of pupils at NC Level 4 or above	School	42 (56)	25 (56)	55 (63)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	11	15
	Girls	12	11	13
	Total	22	22	28
Percentage of pupils at NC Level 4 or above	School	38 (57)	38 (50)	48 (54)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
26	9	0
1	0	0
0	0	0
6	0	0
0	0	0
6	0	0
0	0	0
14	0	0
273	7	0
11	0	0
1	0	0
4	7	0
2	0	0
0	0	0
0	0	0
0	0	0
21	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
Number of pupils per qualified teacher	22
Average class size	29.1

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	582

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.4
Number of pupils per qualified teacher	25
Total number of education support staff	4
Total aggregate hours worked per week	122
Number of pupils per FTE adult	8.7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
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	2002/03
	£
Total income	1,414,075
Total expenditure	1,352,096
Expenditure per pupil	2,667
Balance brought forward from previous year	31,695
Balance carried forward to next year	32,133

Results of the survey of parents and carers

Questionnaire return rate 19%

Number of questionnaires sent out	472
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	22	1	0	0
My child is making good progress in school.	57	39	1	0	3
Behaviour in the school is good.	56	33	6	3	2
My child gets the right amount of work to do at home.	54	35	7	1	3
The teaching is good.	73	22	2	1	2
I am kept well informed about how my child is getting on.	63	31	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	30	3	0	0
The school expects my child to work hard and achieve his or her best.	74	23	2	0	1
The school works closely with parents.	60	35	2	1	2
The school is well led and managed.	58	33	2	2	5
The school is helping my child become mature and responsible.	70	24	3	1	2
The school provides an interesting range of activities outside lessons.	60	26	11	0	3

Summary of parents' and carers' responses

Parents have no significant concerns about the education their children receive.

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

80. Strengths are:
- children make a good start in the nursery, where teaching is good;
 - children, throughout the Foundation Stage make good progress in personal, social and emotional development, and physical development. They make satisfactory progress overall;
 - good use is made of the school grounds and local area as learning resources;
 - language support workers, English as an additional language teachers, and bilingual staff make an effective contribution to children's learning.
81. Areas for development are:
- standards on entry to Year 1 are well below those expected of children of this age;
 - teachers' expectations of pupils' spoken responses are not always high enough to promote speaking skills effectively;
 - some tasks are not focused clearly on skills to be learnt;
 - imaginative play areas are not well developed.
82. Currently there are 70 part-time children on roll in the nursery and a total of 73 full-time pupils in three reception classes.
83. Induction arrangements are very good. Staff visit children in their homes before their admission to nursery and provide very good support for parents in preparing their children for school. Initiatives like the 'Lockwood Tots' and workshop sessions are just beginning to raise mothers' awareness of the school's expectations and of the role of parents in helping their children to learn. Even so, whilst there is a wide variation, a very high percentage of children start school with well below average attainment in all areas of learning. Pupils' ability to communicate in English is particularly low because most families speak in their heritage language at home, and many parents speak little English themselves. Personal and social skills are poorly developed.
84. Over the Foundation Stage, pupils make sound progress due to satisfactory teaching and a varied curriculum. However, where teaching is good, in nursery, and in the areas of personal, social and emotional development and physical development across the Foundation Stage, children learn well. Nevertheless, a high percentage of pupils are not in line to reach the expected standards (early learning goals) in each of the areas of learning by the time they start in Year 1 and overall attainment is well below that expected of this age group. Class teachers and additional staff provide appropriate support for children in the early stages of learning English. This enables them to make satisfactory progress. Children with special educational needs are carefully identified, and support for individuals is appropriately deployed so that they make satisfactory progress alongside their peers and when withdrawn for small group or individual work.
85. The overall quality of teaching and learning is satisfactory. All staff work closely together to plan a good curriculum in each of the six areas of learning. Particular emphasis is given to personal, social and emotional development, and to communication, language and literacy. In some lessons, however, too much emphasis is put on the activity and not on the intended learning outcomes in terms of skills to be developed. Relationships are good and all staff are well informed and appropriately deployed to support individuals and groups of children in their learning. Observations of children at work are used to build up a profile of each child as the school is beginning to adopt national guidance on assessment. The good teaching in the nursery is typified by a lively enthusiastic practical approach, where children learn through well planned first-hand experiences.

Personal, social and emotional development

86. Most children in the nursery leave their carers willingly. They are becoming used to class routines, but many find it difficult to act independently, to join in discussions or act co-operatively. Several have few social skills in meeting their own needs, for example wiping their noses. Many reception class children are just starting to have confidence and curiosity to ask questions or explore new situations. Most select tasks for themselves and concentrate for increasing lengths of time, but several wait to be encouraged to an activity. Several find it difficult to share and they squabble, for example, about where to sit or who is going to tidy away. They are frequently unable to wait their turn and call out in class. Most, however, respond to class routines and are becoming confident to take responsibility for minor tasks, like taking the register to the office. Few are independent in undressing for physical education. They show a sense of wonder at the natural world when watching their plants grow. Teaching and learning are good. Consequently children achieve well. All staff are consistent in establishing supportive relationships. They use praise effectively to raise pupils' confidence. Strategies such as *Special Person of the Week* promote self-esteem. Routines are carefully established through demonstration and example and positive class rules are frequently reinforced with rewards. The teaching of religious education meets regulations.

Communication, language and literacy

87. The oldest nursery children watch and listen carefully at story time. They often need help from bilingual support workers to enable them to fully understand the simple plot. One or two respond verbally to the teacher and are very animated, but most are passive and offer only a nod or shake of the head even when questioned individually. With much help, higher attainers listen for and repeat the initial sound of their name. Many reception children still have difficulty communicating in English. Their vocabulary is limited and they frequently answer in short phrases rather than sentences. A few initiate discussion but many are reluctant to join in conversation, especially with a visitor. Most reception children are beginning to recognise some letters by shape and sound and the initial sound in familiar words. A few higher attainers read captions in the first readers with some accuracy. Average attainers are beginning to 'tell' a story from the pictures. Higher attainers use their knowledge of letter sounds in their own writing. Teaching and learning are satisfactory overall. Teachers speak clearly and choose words carefully to aid children's understanding. Whilst there are examples of effective questioning, there are many occasions when questions require only a 'yes' or 'no' answer. Children are not sufficiently challenged to express themselves further. Opportunities are sometimes missed to reinforce learning by repeating and modifying the children's response. Teachers choose books carefully to interest the children and use bilingual texts effectively. However, some undemanding tasks such as copying a sentence from a book do not promote learning well. The short daily sessions for older children in the nursery and the well focused small group work carried out with the reception children, by language assistants and support teachers, make valuable contributions to learning.

Mathematical development

88. The oldest nursery children practise counting objects to five, but are not always accurate in matching one to one. They order turnips by size noticing how they get 'bigger and bigger'. When slicing courgettes they recognise and name circles. Reception children count backwards from 15 with difficulty. When ordering objects to five they are just beginning to acquire the appropriate language, *first, second etc.* Higher attainers recognise and name numerals to 10 along a number line. Teaching and learning are satisfactory. Teachers are imaginative in their use of everyday situations to promote mathematical awareness across the curriculum. They use mathematical vocabulary carefully and encourage

children to talk through their tasks. However, opportunities to extend pupils' use of positional language, such as *before* and *after*, were missed when arranging ordinal numbers. Play activities are not always supportive to mathematical development when the shop does not have a price list or money. Sometimes, when teachers talk for too long, children lose interest and become restless. This slows the pace of learning. Plenary sessions at the end of lessons usually consolidate concepts successfully.

Knowledge and understanding of the world

89. Children throughout the Foundation Stage show interest in the world around them. Nursery children make pizza. They show wonder and surprise when a tomato is cut and look closely to observe the pattern of the seeds. Whilst they are unwilling to smell the vegetables, most enjoy tasting the finished product. On a walk in the locality, reception children identify features of living things and of manmade objects. They observe and talk about flowers growing. They notice differences in buildings. For example, they know that flats are in tall buildings. They recognise the mosque and relate it to their own experience of coming to read books. All children show an interest in information and communication technology and reception children are competent in completing a simple program on the computer. Teaching and learning are satisfactory. Teachers organise a range of experiences that successfully support learning. Interesting resources are carefully prepared to motivate children. Particularly good use is made of the school grounds and the local area as a learning resource. In the nursery in particular, children are encouraged to use all of their senses to explore and learn. Teachers' planning is not always clear about learning outcomes. For instance, when children are asked to make a model it is unclear which particular skills are being targeted. Sometimes lessons proceed at a slow pace and, when the teacher gives lengthy, wordy explanations of several tasks, pupils lose concentration and become confused.

Physical development

90. Nursery children have daily access to a secure and attractive outdoor play area. Whilst most children show increasing confidence and control in climbing and sliding on large apparatus, several are extra cautious and do not take full advantage of the equipment. The great majority can control large wheeled toys but are largely unaware of others when negotiating pathways. Reception children join enthusiastically in games lessons in the hall and, in some elements, reach the early learning goal. Most control a ball by patting it gently with a bat. When marching or skipping they move backwards, forwards and sideways carefully, with awareness of others. They collaborate in twos to skip together, using space well. The majority use tools, like pencils and paintbrushes, with increasing control and are successful in cutting out with scissors. Teaching and learning are good. Teachers manage children effectively with praise and encouragement so that they persevere with tasks and improve their skills. All staff make effective use of demonstrations so that children know what is expected. Lessons in the hall proceed at a lively pace. Sometimes the focus of a lesson is not clear because too many activities are included. For instance, children practise catching, striking and dribbling in the same lesson without making significant progress in any one of the skills.

Creative development

91. Nursery children are becoming independent in selecting, for example, a painting or collage activity when given the opportunity to choose. They explore the media without a specific purpose in mind, as well as working closely with adults to produce particular effects. Reception children make close observations of a selection of fruit and record what they see in pastel drawings. Their pictures show careful attention to detail, for instance in the shading of scales on a pineapple. Reception children respond enthusiastically to music. They make up their own ribbon dance, swaying rhythmically and matching their

movements to different rhythms and speeds as they move around the hall. Nursery children play alongside each other in the tent house. Whilst they respond to equipment provided as when pretending to cook food, they play happily on their own with little awareness of others. Reception children are beginning to co-operate with others in the home corner and the shop, but show little imagination in their play. Teaching and learning are satisfactory. Teachers prepare art and craft resources thoughtfully so that children enjoy a wide range of creative experiences. Particularly good use is made of information and communication technology, including the Smartboard, to explore ideas, for instance when composing paisley patterns. In the reception classes, areas designated for imaginative play are not particularly attractive or stimulating. Adults do not intervene sufficiently in these areas to extend children's ideas. Some activities such as working with dough or with bricks have insufficient focus on skills to be developed, making it difficult to assess what progress has been made.

ENGLISH

92. Strengths in the subject are:
- standards in Year 6 are beginning to improve;
 - the way the school develops pupils' speaking and listening skills;
 - the wide and varied curriculum that the school provides to enrich pupils' experiences to help them develop their knowledge and use of literacy skills;
 - the support given to pupils whose first language is not English, and to those who have special educational needs.
93. Areas for development are:
- standards of work throughout the school could still be improved;
 - the way pupils' targets are used so pupils are clearer about how to improve;
 - make all teaching exciting and challenging;
 - the way English policies are applied, in particular spelling and handwriting.
94. In the national tests in 2002, the standards reached by 7 and 11-year-old pupils were very low in comparison with schools nationally, and with those schools taking pupils from similar backgrounds. This was also the position at the previous inspection in 1998. However, the particular circumstances of the school make comparisons difficult. These include :
- the very high number of pupils who speak English as an additional language, many of whom start school at the very early stages of learning to communicate;
 - some pupils do not speak their own heritage language well;
 - many parents have limited English themselves, and their children use English only whilst at school;
 - many pupils start school at different times during the school year and often have had little or no previous education;
 - many families take extended holidays and this severely disrupts the pupils' education;
 - pupils find it difficult to perform well in the national tests when there is a time limit imposed.
95. All these factors adversely affect pupils' development of language skills. Nevertheless, standards have been steadily improving and the school won an achievement award for improvement in 2001. The trend was not sustained in 2002, when the results in national tests for 11-year-old pupils fell again, due to the large number of pupils with special educational needs. The school predicts that this year's results for Year 6 pupils will be better than last year's, with more reaching the higher than expected level. However, current standards are still below national averages. Standards in reading are a bit higher than in writing, which is well below average.

96. Given the above factors, the achievement of the great majority of pupils is satisfactory, and improves as they become more fluent English speakers. This is also true for pupils with special educational needs, and for those who are at the very early stages of learning to speak English. Analysis of the performance of pupils who stayed at the school for the whole of their primary education indicates that they make good progress. Higher attaining pupils are not always sufficiently challenged in lessons and could make better progress. The school has sound strategies to teach English through the National Literacy Strategy, and through extra reading and writing sessions in all age groups. Occasionally, the planning follows the national strategy too closely and tasks are not always matched to pupils' ability. National test results show that boys perform better than girls. More girls joined the school later, and sometimes girls' attendance is not as good as boys. During the inspection, girls participated fully in all lessons and no significant difference was observed.
97. Speaking and listening skills are poor when pupils enter the school because they have very limited language knowledge, lack confidence and others have yet to learn English. The school has made the development of speaking and listening skills a focus in all activities. Extra support is provided in most lessons, often in heritage languages to translate and ensure pupils understand the vocabulary. Lessons are planned so that pupils have every opportunity to offer spoken contributions, sometimes using 'talking partners' or discussing ideas. This was seen in Year 2 when pupils planned questions to learn about frogs, and small groups of Year 5 pupils discussed how the grandparents felt in the story *Grandpa Chatterji*. By the time they leave the school, although pupils have grown in confidence many lack fluency, and standards of speaking and listening are below average. Many find it difficult to put their ideas clearly into words and do not recognise the difference between formal and informal language. Many are starting to use technical terms in other subjects because additional short sessions are included in the day specifically to focus on terms to be met in future lessons, for example in science. All classes are cultivating and growing food as part of the 'Arid Lands' project. The aim is to provide 'hands on' activities to increase their knowledge and experience, and thus stimulate language development.
98. Standards of reading are well below average in Year 2 and below average in Year 6. Pupils love to choose from the good selection of books and stories. However, their lack of language skills hampers progress in reading for many pupils, and this in turn hampers their progress in other curriculum subjects. They read words correctly, but often do not understand what they are reading. Nearly all the pupils in Year 1 know the alphabet, recognise letters and know their sounds. They hear the rhymes in the story *My Wonderful Aunt*, and more able pupils give 'aunt' and 'can't', 'rose' and 'nose' as examples. In Year 2, pupils are reading more words correctly and make good use of pictures to help with the story. However, lower attaining pupils may guess at a word without looking carefully or using clues in the pictures. Higher attaining pupils cannot always infer meaning from the text. No pupils are expected to attain the higher level for reading in the recent national tests. As pupils gain greater language skills, reading progress is better, although limited knowledge of vocabulary, for example when reading a book about the body in Year 4, restricts the progress of many. Pupils select books by checking the 'blurb' or the length of the text. Years 5 and 6 pupils show a preference for current popular authors, including JK Rowling, Michael Morpurgo, Roald Dahl and Jacqueline Wilson, and have studied Shakespeare in class work. One higher attaining pupil showed good recall of the main features of a story by JRR Tolkien. Poetry books are popular, because the pupils enjoy the rhythm and rhyme. Most pupils reach average standards in their ability to read words accurately. However, for many pupils, their understanding lags behind their age. They are able to use a non-fiction book to find facts. Many are slow to develop the reading skills of scanning the text for information or inferring meaning from their reading. This has an impact on their performance in national tests, which pupils have to complete in limited time.

99. Many older pupils use the public library and the school has a library in each main area of the school, both of which are well stocked. The junior library is sited in the atrium and used for many purposes that limit private study and quiet research. However, pupils are often to be seen sitting on the comfortable chairs at playtimes reading a book or a magazine.
100. Standards of writing are well below average in Years 2 and 6. Considering attainment on entry to school is very low in writing skills, overall achievement is satisfactory. Early letters and sounds are taught satisfactorily. This is mainly through practical activities, but there is not always enough time allocated to this part of the literacy lessons, considering the needs of the pupils. However, many pupils are confident to have a go at writing simple words. For example, *He put the fiar awt*. Pupils are sufficiently confident to attempt new spellings. Most pupils in Year 2 write in sentences, with some showing an awareness of the use of capital letters and full stops. A few Year 2 pupils make their writing more interesting with better expression of ideas, capital letters and full stops. Higher attaining pupils include adjectives, for example *grusam* (gruesome), and redraft to improve their work, but find it more difficult to write imaginatively at length. Throughout the junior classes, pupils are taught to plan and refine their work with punctuation, including speech and exclamation marks. Although pupils practise spelling regularly throughout the school, this is not always apparent, even in the work of Year 6 pupils, and errors are common, including *begginning* or *wale* for *whale*. One method used to promote accurate spellings is to copy out questions before answering them. This is often laborious and pupils have less time to consider their answers. A spelling club held at playtimes gives pupils extra time to practise. Older pupils add interest and impact to their poems called 'Late' when using computers, and vary the font size, text and colour. Year 6 pupils know the features of different types of writing, for instance to persuade or complain. A few examples include the imaginative use of adjectives and phrases to make their writing more varied; *a murmur of excitement* or *the sea is a massive blue bubble bath*. However, many pupils still use immature language, writing 'big people' and 'little people' instead of adults and children, or *A alien* instead of *An alien*. This is the weakest aspect of the subject because their limitations in the English language make it difficult for them to organise their work and to put their ideas into words.
101. In all classes, pupils practise handwriting regularly following a nationally used style. However, teachers do not always insist that pupils apply these skills to their writing and so not all pupils join their letters by the time they leave the school. Some classes are introduced to a different style, which leads to inconsistent quality. Although some pupils write neatly, many do not.
102. Pupils make satisfactory use of their emerging literacy skills in other subjects. At times, weakness in reading, writing and vocabulary hampers their ability to express ideas, for instance in history and geography and, in Year 6, pupils write very brief planning sheets for science. Pupils research information from books, CD-ROM and the Internet. Specific vocabulary is taught in subjects like science so that pupils' understanding and use of terms is extended. Information and communication technology is used effectively, for example, when writing 'Late' poems. When pupils designed and made 'Monsters' for a school competition, they wrote and recorded accounts of their characters, and frequently visit the display to listen to their poems on CD. However, during the inspection, computers in class were not used as much as expected to make lessons more interesting.
103. The quality of teaching and learning is satisfactory overall. No unsatisfactory lessons were observed. A few good lessons and two very good lessons were seen in Year 2 and Year 6, and this boosts achievement in these years. In the very good lessons, the teacher's expectations were high, the pace of the lessons was brisk and lively tasks met the needs of pupils of different abilities. In Year 2, sparkling and exciting teaching challenged the

pupils to write *super questions* to improve their work. In Year 6, the teacher's calm, warm and supportive manner created a very purposeful atmosphere for learning, in which pupils knew they were expected to do their best. Lessons are generally carefully planned, with interesting learning activities, and emphasise the step-by-step development of skills. Teachers give priority to developing pupils' speaking and listening skills on which to build reading and writing. In the better lessons, different activities are provided for pupils of all abilities. Teachers make good use of questions to check pupils' knowledge, and often carefully direct questions to particular individuals to ensure they have opportunities to contribute their ideas. A variety of resources are used well, and include well-chosen stories and books, and the overhead projector. On occasions when teachers talk for too long, the pupils do not listen well, lose interest and their rate of learning slows. This also happens when a lesson is too slow. In some lessons, teachers help their pupils understand the vocabulary by providing pictures or artefacts. For example, pupils in Year 4 discussed poems about dragons, but others missed the opportunity to reinforce vocabulary with 'hands on' experiences. Sometimes, teachers do not give individual pupils sufficient encouragement to participate and then they make little contribution, and learning is limited. Higher attaining pupils are not always challenged enough and pupils of all abilities may be given the same task, which holds back their progress. The presentation of work varies in different classes. Where pupils are always expected to produce their best work standards of presentation are better. Feedback from teachers' marking is frequently encouraging, but does not always show pupils specifically how to improve. Similarly, all pupils have targets that link directly to National Curriculum levels. However, these are not as effective as they could be because they are often rather long and are not written in language that can be easily understood by the pupils.

104. The good number of teaching and bilingual assistants is well deployed and provides effective support when working directly with pupils. However, best use of their valuable time is not always made in the parts of lessons when the teacher is talking to the whole class. Bilingual support staff are effective in providing explanations, but are not always clear about the purpose of the tasks when they are leading small groups. This is linked to a lack of time to plan with these adults and restricts their effectiveness in a few sessions. For example, in Year 2, following the reading of the given text, pupils did not complete the writing task correctly because the support assistant was unclear about this.
105. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils co-operate well in social groups. Year 5 has leaders who are responsible for their groups and pupils regularly share ideas with a 'talking partner'. Year 4 pupils were genuinely excited by their task of writing a Haiku poem about a winged dragon. Good use of positive praise and rewards increase pupils' self-esteem. The range of literature studied includes African folk tales, traditional stories, classical works and popular modern fiction, and widens pupils' awareness of a range of cultures and genre.
106. Management of the subject is good. Secure assessment systems are in place to track and monitor pupils' progress, and the data generated is used to set targets. These targets are rather broad and apply to levels of ability, rather than to each individual pupil's needs. The co-ordinator has some limited time in which to monitor lessons, teachers' planning, pupils' work and analyse test results. The outcomes are fed back to staff in order to improve practice and raise standards. There has been satisfactory improvement in English since the previous inspection.

MATHEMATICS

107. Pupils' standards by the time they leave the school are below the national average.
108. Strengths in the subject are:
- good use of national guidance to structure teaching and pupils' work;
 - some pupils make good progress to attain well.
109. Areas for development are:
- improve the consistency of teaching by making greater use of assessments of pupils' attainment to plan lessons and making it clearer to pupils what they have to do to improve;
 - the use of computers to support learning;
 - make greater efforts to support pupils when they talk about mathematics.
110. The school has made satisfactory progress in mathematics since the time of the last inspection, although standards are still not high enough. Current work shows that standards are higher in Year 6 than last year's National Curriculum tests showed. A high proportion of those pupils had substantial special educational needs or had disrupted schooling. As a result, standards in the test in 2002 were very low. The school's records show that those pupils who stayed in the school and had the least disruption to their schooling made the best progress from 7 to 11 years of age. Some pupils made very good progress from a low start. Throughout the school, pupils' work is not as far below the national average as it used to be. Pupils with special educational needs have well-planned support that identifies their weaknesses and sets appropriate targets. This support is a vital contribution that ensures that they make satisfactory overall progress in line with pupils as a whole.
111. Pupils in Year 2 reach standards that are well below those expected nationally for their ages and have made satisfactory progress. Pupils develop mathematical language and confidence in number. They use their skills in a range of calculations and apply some skills to problems in other subjects. By the time they are seven, the highest attaining pupils begin to use numbers greater than 100 when adding and subtracting and are developing understanding of multiplication and division. They know a range of shapes and their simple properties, including some symmetry. Lower-attaining pupils are less secure, particularly when working with word problems. Pupils' books show that they have not found easy some quite low-level work for their age. All pupils understand simple graphs and how to read data from them, although few can interpret what the graph shows.
112. By Year 6, pupils have a better grasp of their work and standards are nearer the national average, although they are still below it. By the time pupils leave the school, the highest attaining pupils have a range of strategies to solve number problems in a variety of forms and have sound knowledge of multiplication. Other pupils fall short of this and many are still limited by their lack of English skills. Some lower attaining pupils, for example, are not secure or quick at recalling number bonds to 20. Most pupils understand simple fractions and find fractional parts of shapes and amounts. Almost all pupils can collect data, draw and interpret graphs. They apply these skills effectively in other subjects, such as in science experiments and when constructing in design and technology.
113. Most pupils speak English as an additional language. Their limited language skills make it hard for them to understand, especially where they need to use English in their work. This is partly the reason for standards being low. However, bilingual and other support ensures that these pupils make satisfactory progress overall. Year 6 work shows some examples of higher standards where pupils have effectively applied their numeracy skills to problem solving. For example, higher-attaining pupils investigate complex number patterns and draw simple conclusions, explaining their thoughts clearly. In general, however, pupils

often understand their work better than they can talk about it, or set it down on paper. This contributes particularly to the low test results. In a Year 6 lesson, for example, some lower-attaining pupils confused terms such as *horizontal* and *vertical*. This restricted their ability to apply their knowledge to problems that they knew how to solve mathematically.

114. Teaching and learning are satisfactory overall. Teachers plan lessons well, making good use of the national guidance and the school's valid amendments. This gives a clear structure to pupils' learning and ensures full coverage of the curriculum. Good examples of teaching numeracy were seen and lessons usually open with a practical counting or problem-solving activity to encourage pupils to use their number skills. However, many find it difficult to explain the methods used in their calculations. Much teaching is good, but this is not consistently so and this restricts pupils' achievements overall. The school has suffered substantial recent staffing problems and this has had a negative effect on the continuity of pupils' learning. Both Year 6 classes, for example, have had a succession of teachers before gaining some stability. The use of information and communication technology in mathematics lessons is generally limited. However, many lessons in the computer suite use elements of mathematics as their subject matter and these make a good contribution to pupils' numeracy. For example, pupils gain skills in shapes and patterns, representing data and using a formula in spreadsheets.
115. Teachers in the infant classes establish good relationships and plan good attention to developing pupils' language. For example, a Year 1 teacher introduced pupils to the language of shape and pupils quickly identified *corners*, *edges* and *sides*. Pupils learned the words quickly and were keen to answer questions. In a Year 2 lesson, the teacher makes effective use of Bengali and Punjabi words for *left* and *right* to ensure pupils' understanding. However, pupils are less confident when using terms in talking about their work.
116. Specific references to groups of pupils and their learning needs in the best junior lessons help to meet these needs. Teachers in these lessons quickly capture the pupils' attention and ensure an effective pace to learning, using the clear structure to ensure that pupils are not lost. Pupils respond well to this type of challenge and the explicit high standards. This contributes well to their attainment as they concentrate and work with enthusiasm. Teachers reinforce their learning with good positive comments to pupils. The stress on developing pupils' language continues in these classes, although teachers in the better lessons seamlessly include it in their clear and sharp explanations. In weaker lessons, some parts of the teaching can go on too long, losing pupils' concentration and slowing learning. Although teachers question pupils to make them think, in some lessons, teachers do not ensure that pupils give clear and extended answers, especially when explaining the method used in their calculations.
117. In the junior classes, teachers group pupils according to level of attainment in mathematics. This is a positive move that gives smaller groups more teacher and class assistant time, and helps to make pupils more involved. It also allows teachers to set suitable work for pupils' different attainment levels. Within classes, teachers also structure work to pupils' attainments, although this is less securely done. Much informal assessment of how well pupils are doing is used to amend lessons and to target support to help pupils to learn. However, the formal link between assessing pupils' progress, through a series of lessons and grouping and setting of further work, is not consistently well done. Within groups, there is sometimes a range of ability. Teachers do not always address this fully and some tasks lack challenge and restrict the pace of learning. Teachers mark thoroughly and regular assessment to track progress is good. The school analyses all its tests and has taken some successful measures to address revealed weaknesses. For example, the identification of weaker standards in space and shape skills has led to greater attention in the curriculum and rising standards in this aspect of the subject. Weaker attainment amongst girls has led to more opportunities for targeted girls to have

single-sex lessons. This has raised confidence and some girls are good role models of involved and enthusiastic learners. The school has started to set pupils individual targets. However, these are not as effective as they could be because teachers do not remind pupils of them and so they do not recall them when working.

118. Management of the subject is good and the school has established a clear curriculum that supports teaching well. It has begun many new ideas and taken part in many initiatives to support pupils' learning. Resources are good and the school has a good supply of suitable equipment to aid teachers in their lessons.

SCIENCE

119. Strengths are:
- the leadership by the subject co-ordinator;
 - improvement in the use of practical investigations in lessons to help pupils understand scientific concepts;
 - additional sessions that focus on scientific vocabulary.
120. Areas for development are:
- standards of attainment;
 - presentation of work;
 - providing more challenging work for the higher attaining pupils in Years 1 and 2;
 - encouraging the higher attaining pupils in Years 3 to 6 to suggest their own investigations;
 - more use of information and communication technology to support learning in lessons.
121. Standards are well below average in Year 2 and below them in Year 6. This is very similar to the findings of the last inspection. Standards in Year 2 are similar to last year's national teacher assessments, which were well below the national average, and the average for similar schools. Factors contributing to these results are the limited scientific knowledge pupils have as they start school and the high numbers of pupils who are learning through English as an additional language. These pupils find it difficult to ask questions to extend their scientific understanding. Overall achievement is satisfactory, although higher attaining pupils are not always set tasks that will enable them to progress to the higher levels. Results in national tests in Year 6 have been gradually rising, but dipped last year because this group of pupils contained an extremely high proportion of pupils with special educational needs. A higher than usual number of pupils in Year 6 were in the early stages of speaking English. Several took extended holidays in Year 6 and this disrupted the continuity of their learning. Current standards remain below average, but the trend is again rising and overall achievement is satisfactory. In lessons, pupils are working at higher levels than the results of the national tests suggest because their weaker literacy skills mean many have difficulty fully comprehending the test papers in the time allowed. Those who stay in school from Year 1 to Year 6 make good progress in their understanding of science and their use of vocabulary. Those who are absent for considerable periods or those who join part way through their school career rarely catch up with the work missed and only achieve satisfactorily. The national test scores show a wide difference in the scores for boys and girls, with boys performing better than girls. However, a close analysis of the school's figures indicates that girls' attendance is not as good as the boys, and that results are broadly similar for those who remain in school from Year 2 to Year 6.
122. Pupils in Year 2 explore properties of materials and most can sort appropriately materials into natural or manufactured. They observe their growing plants quite accurately and most correctly name the main parts of a plant, including stem, roots, flowers and leaves. Higher attaining pupils are clear on how to make and draw an electrical circuit. Lower attaining pupils struggle with this concept because they do not always have enough practical

experience to consolidate their understanding. All pupils are just starting to understand the need to consider what might happen and to write predictions. However, for many the language to explain this remains weak and they find it difficult to put into words the concept of a fair test. Pupils all do similar work, which does not extend the more able pupils who could achieve more. Much of the pupils' work shows very limited literacy skills and is often presented with insufficient care.

123. In Year 6, pupils draw electrical circuits quite well and also understand how light travels, though lower attaining pupils struggle with both of these concepts. Most pupils know about reversible and irreversible changes and describe them in some detail. They are less clear about changes brought about by heat. Higher attaining pupils have a good understanding of these methods and confidently use evaporation, sieving and filtration to separate salt, grit and flour. Pupils have a sound understanding of the need to repeat an experiment in order to check their results. However, as English is an additional language for the great majority of pupils, the average and lower attaining pupils find it more difficult to put their ideas into words. Few who are in the early stages of speaking English have limited understanding of scientific processes. The school is aware of this difficulty and have extra short sessions where the focus is on scientific vocabulary to prepare for topics as well as to consolidate learning. These are starting to have a positive effect on pupils' confidence in science lessons.
124. Pupils with special educational needs and those in the very early stages of English language acquisition make good progress because work is often closely matched to their ability and they receive additional support from learning support assistants and teachers. Practical work in mixed ability groups allows peers to support their learning and they are fully included in all lessons.
125. Teaching and learning are satisfactory overall. Learning is given a major boost by strong teaching in Years 2 and 6. One lesson seen in Year 2 was excellent, with a lively introduction and focus on learning through practical activity, which led to very effective learning. Throughout the school, teachers generally create a positive working atmosphere by managing pupils well. This often involves them in investigation, which the pupils are keen to take part in. Effective methods are often employed by teachers to help them to understand the vocabulary and ideas being taught. An excellent example of this was in a Year 2 lesson about the life cycle of a dandelion. The teacher spoke clearly and slowly, enthralled the pupils by producing a real plant and allowing them to hold it, and used a good range of photographs well to explain her teaching points. In Year 6, and some other classes, homework is used well to extend pupils' learning. However, teaching is not of a consistent quality through the school and, when less successful lessons were observed, teachers did not apply appropriate management techniques to get the pupils to listen. Thus, little learning took place. Some lessons lack variety of resources and methods and so fail to sustain pupils' interest. For example, in Year 1 insufficient photographs and plants were available for pupils to investigate. In Year 5, explanations were too long and prevented excited pupils having enough time to sort the cereals into types. Occasionally, teachers provide too much direction about how to conduct an experiment. This restricts the progress of the higher attaining pupils because they are not challenged to put ideas forward, test and evaluate them.
126. Pupils are benefiting from links with other subjects, such as the geography work connected to the 'Arid Lands Project'. This exciting, nationally acclaimed project helps pupils better understand where and how plants are grown for food. Numeracy skills are used well, especially in Year 6, to collate and display information from practical work. For instance, pupils have a growing understanding of the use of line graphs to display and evaluate information connected with two variables. Less well developed are pupils' literacy skills, with few independently written reports seen in books. Although information and communication technology is used well to support science when it is a focus for a lesson

taught in the computer suite, it is less developed in other lessons. Computers in classes were underused during the inspection. Pupils also improve their personal skills during lessons when they support each other well, and share equipment and ideas very well. During their studies of life and living things they start to appreciate the wonders of the natural world. For instance, in a Year 2 lesson, pupils realised that the apple blossom had gone and small apples were in its place.

127. The subject is well managed. The action plan is appropriate and much has been achieved in a short time. The subject co-ordinator has trained colleagues, particularly on practical activities, but has had little time to monitor its effectiveness. Pupils' work and teachers' planning have been monitored and evaluated to a degree, but the co-ordinator has, as yet, had little time to observe teaching. A week of science-based activities was very successful in raising pupils' awareness of and interest in the subject. National test results have been analysed well and changes made to the curriculum in light of the evaluation. This has led to the successful focus on developing scientific vocabulary.

ART AND DESIGN

128. Strengths of the subject are:

- pupils achieve well from below average starting points;
- standards in Year 2 and Year 6 are similar to those found in most schools;
- the quality of teaching and learning is good;
- the school provides a rich curriculum which is substantially enhanced by the contributions of visiting craftspeople and artists in residence;
- the subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

129. Areas for development are:

- there are not enough opportunities for pupils to appraise their own work and that of others.

130. Standards in Year 2 and Year 6 are as expected for pupils' ages. Since the last inspection, the school has improved its planning procedures and its provision for the development of skills of observational drawing. The curriculum now provides a well-organised framework through which pupils build up skills in art and design over time. As a result, pupils make good progress as they move through the school. Teachers take care to ensure that all pupils, including those with special educational needs and those with English as an additional language, have full access to the range of exciting opportunities available. In particular, careful attention is given to the use of subject specific vocabulary and to appropriate demonstrations so that the many pupils who speak English as an additional language make good progress. Pupils with special educational needs are supported effectively and make good progress alongside their peers.

131. In Year 2, pupils look closely, often with a sense of wonder, at patterns in nature. They work carefully to record, for instance, cross sections of tomatoes and kiwi fruit. Their work shows care and control, with good attention to detail. Sound knowledge of the work of Georgia O'Keefe is displayed in the pupils' own flower pictures, when they explore a wide range of media from pencil and pastel to collage. Whilst they identify their likes and dislikes, their ability to suggest improvements to their own work is limited. Pupils in Year 6 are aware of the work of a range of artists and craftspeople, past and present. They are familiar with many techniques of working in two and three dimensions and with a wide range of materials. For example, they recognise the style of L S Lowry and comment on the influence of the urban environment on his work. They use their well-developed observational skills to focus on a particular part of a picture and to expand this into their own postcard sized sketch. They overlay pastels to create appropriate colours to match Lowry's approach.

132. Teaching and learning are good. Several members of staff have personal expertise and enthusiasm, which they share with other staff and pupils. This is further enhanced by the contribution of visiting artists and craftspeople. Pupils learn very well from working alongside professionals, for instance, in sculpture, clay and textiles. Teachers' planning is good. Most lessons have clear learning objectives and teachers plan for new skills and knowledge to be built securely on what pupils already know and understand. Resources are carefully planned and prepared so that pupils work independently, and usually settle quickly to their tasks. Teachers use questions effectively to extend pupils' learning and help them to develop their own ideas. Relationships are good. Teachers use praise successfully to promote confidence and so encourage pupils to explore media without fear of failure. Staff take especial care in displaying pupils' work attractively. This promotes interest and creates a stimulating, aesthetic environment, as well as raising pupils' self-esteem. There are insufficient clearly focused opportunities for pupils to develop their critical faculties in evaluating their own work and that of others. These skills are not consistently developed and many pupils are not skilled in evaluating their own success or in critically reviewing the work of others. In some lessons opportunities are missed to develop these skills and, in others, discussion is sometimes superficial and does not help pupils to identify which techniques worked best. For instance, in Year 3, pupils did not identify ways to improve their sketching techniques when discussing their portraits of partners. Occasionally, when the teaching does not catch the pupils' interest, pupils lose concentration, work slowly and do not complete their task. There are good links with information and communication technology. For instance, pupils in Year 1 use a digital camera to photograph their natural arrangements (after Andy Goldsworthy) to provide opportunities for further discussion, and when pupils use computer programs to investigate and explore pattern. Literacy skills are nurtured, as when Year 6 pupils carry out research on L S Lowry, and through the careful use of subject specific language like *foreground*, *background* and *focal points*. Links with numeracy are not as well developed.
133. Management of the subject is good. The subject co-ordinator provides support for colleagues and has been particularly successful in developing and extending the curriculum. Procedures to monitor standards have been initiated, but are in need of further refinement. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. The breadth and quality of the curriculum supports spiritual and cultural development very well. It make particular use of the experience that pupils bring, for instance, in detailed pattern work on Islamic design, as well as broadening their horizons. The excellent opportunities to share ideas and materials with others, in collaborating on large projects in the 'Annual Arts Week' and with visitors promote social development very well.

DESIGN AND TECHNOLOGY

134. Pupils achieve standards that are broadly average by the time they leave the school at eleven. Strengths of the subject are:
- an improved curriculum gives pupils experiences in all aspects of the subject;
 - records and assessments are giving a clearer picture of pupils' progress.
135. Areas for development are:
- teachers do not make enough use of assessments of pupils' attainment to plan lessons.
136. It was possible to see only one lesson during the inspection. However, it is clear from school records, teachers' planning and pupils' past work that pupils achieve soundly through the school. Teaching and learning are satisfactory. However, the school has made good progress since the last inspection. Planning is better and teachers are supported by new planning guidelines that enable all pupils to progress soundly, including

those with special educational needs and those who are new to English. They have opportunities in all aspects of the subject, including designing and evaluating, successfully addressing a weakness in the last report. Food technology is a strong thread running through the curriculum and this contributes well to pupils' personal, social and health education. For example, Year 6 pupils show pride in their achievements when they plan and cook a meal for a group of adult guests. The curriculum has links to a developing assessment system that is beginning to track pupils' progress and standards. Teachers are not yet using this to its full potential to ensure that tasks for pupils are well-matched to their past attainment.

137. Teachers provide a good range of opportunities for infant pupils to investigate building models and to use different mechanisms, such as winding mechanisms and hinges. This enables pupils to understand a range of techniques and to develop the skills necessary to design and make new artefacts. They learn to handle tools correctly and join different materials in a range of ways. For example, Year 2 pupils design food delivery vehicles that they make using construction materials. Pupils investigate manufactured articles, such as hand puppets, to develop their understanding of what is required in design. They use the results of their investigations to make up their ideas developing their sewing skills. Teachers successfully guide pupils to evaluate the success of their work but few naturally consider how they might improve. Attainment by the age of seven is below the nationally expected level, often restricted by pupils' limited language skills.
138. Year 3 pupils extend their skills of designing in food technology when they plan pizzas and sandwiches, and consider aspects such as shape, bread type and filling. They use a wider range of materials, including simple pneumatics, with increasing accuracy and control. Pupils make consistent progress in their designing skills and increasingly use labelled diagrams, parts lists and evaluations to plan and construct. Year 5 pupils, for example, think ahead carefully about their task to make musical instruments and some use dimensioned drawings to steer their work. Year 6 pupils use thoughtful ideas when designing and making slippers. They carefully consider the importance to different 'clients' of a range of attributes, such as comfort, appearance and safety. They evaluate the success of their work as they proceed, making appropriate amendments where necessary and indicating how they might improve further. Teachers ensure that pupils have the necessary skills to construct their designs and pupils execute them with care and attention to detail. They develop pupils' range of technical vocabulary and pupils begin to use it to describe their work. This is of particular help to those pupils who are still learning English. As a result, standards are around those expected for their age by the end of Year 6.
139. Despite the co-ordinator's absence with illness through the past year, the management of the subject is satisfactory. The school has good levels of resources and the significant numbers of teaching assistants contribute well to the subject by allowing smaller groups and greater emphasis on developing pupils' specific language.

GEOGRAPHY

140. Strengths in the subject are:
- the rich and varied experiences, including visits;
 - good achievement for those pupils whose education is not interrupted by staffing changes or extended holidays;
 - excellent use of role-play in Year 6, which really brings the subject to life for the pupils.
141. Areas for development are:
- standards of attainment;
 - information from assessment is not always being used in planning lessons and some tasks are not as challenging as they could be;
 - marking of work so that work is more neatly presented;

- use of information and communication in lessons.
142. Standards in Years 2 and 6 are below the national expectation, which is the same as at the last inspection. Overall, pupils achieve satisfactorily. Pupils with special educational needs and those learning through English as an additional language make satisfactory progress relative to their prior attainment. Many find it difficult to explain their ideas and the learning of many pupils is halted when they take extended holidays to their country of origin. However, from a very low starting point, pupils who have attended consistently from Year 1 to Year 6 achieve well.
 143. Pupils in Year 2 have a growing awareness of the area around the school and draw simple maps, following their walks. They begin to understand the concept of 'island' through studying a fictitious island in Scotland and start to use the appropriate vocabulary. Most pupils are better able to explain what they know in simple terms but have difficulty recording it in writing. Pupils have recorded the names of the countries of the United Kingdom on a map, but only higher attaining pupils have a clear recollection of where the countries are in relation to Huddersfield or on the map. Pupils willingly take 'Barnaby Bear' on their travels and bring back photographs of where they have been, which helps everyone to understand better the world around them.
 144. In the juniors, pupils contrast locations. For instance, pupils in Year 4 are clear on the differences and similarities between their town and a country location following a visit. They gradually acquire the vocabulary of technical geography and the general location of places that interest them. In Year 6, pupils have a growing knowledge of different physical features, such as mountains and rivers, and are starting to acquire the vocabulary to describe them. Many pupils use the Internet well to find out information about mountain ranges but they merely print out the web pages and find it difficult to write the information in their own words. Computers are not always used in lessons as well as they could be to increase interest and extend learning. The scrutiny of pupils' work indicated that insufficient attention is given to the study of cities and countries of Europe. Few maps were on display around the school to improve pupils' knowledge of this aspect of geography. Generally, written work is not tidily presented.
 145. Teaching and learning are satisfactory. Few lessons were observed, so a scrutiny of pupils' books and displays of work around the school helped form the judgement. Teachers manage pupils well, using praise when appropriate, so that an atmosphere in which learning can take place is developed. The temporary teacher in Year 2 did this particularly well at the start of a lesson about the seaside. The use of photographs of the seaside enhances pupils' understanding of place and the teacher allowed pupils time in pairs to talk about them. However, pupils' speaking skills were not further developed because the teacher described the photographs rather than letting the pupils do so. Some teachers do not use gesture or pictures well enough for pupils to understand the complex vocabulary of geography. This restricts the progress of those pupils who are in the early stages of learning English. Tasks are usually appropriate but sometimes do not take into account pupils' limited literacy skills. For instance, in a lesson observed in Year 4, pupils were asked to contrast two locations. Even the most able pupils found writing more than one sentence for each picture a difficult task. Planning is a strength, since it is detailed and indicates how additional staff will be used. However, topics are not studied in sufficient depth to challenge and extend the higher attaining pupils and there is little written evidence of the continuing project on *In the News*. In observed lessons, teachers did not make enough allowance for their pupils' lack of language skills, for instance their inability to read place names, and their very limited knowledge of places in the United Kingdom, so learning was not as good as it could have been.
 146. The management of the subject is satisfactory. The co-ordinator has reacted well to the last inspection by writing a sound policy and scheme of work. Assessment has also

improved and end-of-unit tests are now in place. Information gained from the tests does not yet inform the curriculum sufficiently well. Pupils' work and teachers' planning are monitored, though this could be more rigorous. For instance, the presentation of pupils' work is generally weak through the school. The topics are carefully linked to well-planned visits, which extend pupils' understanding. Visitors are also used well to enliven topics and improve pupils' comprehension of geographical concepts.

HISTORY

147. Strengths in the subject are:
- a rich variety of experiences enhanced by a good range of visits;
 - good achievement for those pupils who do not have their learning disturbed by extended holidays.
148. Areas for development are:
- standards of attainment;
 - the length of time allocated to some topics;
 - the opportunity for the subject leader to observe how the new planning is working in lessons.
149. Standards in Years 2 and 6 are below the level expected for these age groups and this is similar to the last inspection. From a low starting point, with virtually no knowledge of British history, overall achievement is satisfactory. Pupils who remain at school from Year 1 to Year 6 achieve well because they experience a good range of topics and visits, which make learning interesting. Pupils who are not in the early stages of learning English, yet are not yet fluent English speakers, do not always learn well in lessons because teachers always adopt a very visual style of teaching to help them understand. Pupils with special educational needs and those in the early stages of acquiring English make good progress because they are well supported by teachers and learning assistants and the work required of them is usually appropriate to their ability. Those who join the school at different times, or take extended holidays, find it difficult to catch up with the skills, vocabulary and the topic knowledge and thus only achieve satisfactorily.
150. In Year 2, pupils have a sketchy knowledge of the language associated with their family trees but with support draw their families in order of birth quite well. They handle safely, and begin to understand the uses of, 'old' everyday objects and start to compare them with objects used today. Many of their drawings show very limited detail and labelling. They briefly record events in the lives of Florence Nightingale and Guy Fawkes, with support from their teacher, but find it difficult in conversation to recall details about these people. The visit of the Fire Brigade as a part of the topic on 'The Great Fire of London' is enthusiastically remembered, but only very general details of the 'Great Fire' are recalled.
151. In Year 6, pupils have a reasonable understanding of the chronology of the main periods of history they have studied. They know that Ancient Egypt was one of the first civilisations and that the Victorians are much closer to their own time. They have used their computer skills well to draft a 'job advert' for an embalmer in Egyptian times. They have a growing understanding that we find out historical data from different sources, but the limited literacy skills of some pupils does not allow them to do sufficient research. The visit to Holme is recalled in good detail, but pupils find it hard to give reasons why, for instance, so many people lived in a small house or why the flood petered out near the fields. Pupils find it difficult to record their ideas and this leads to too much support from the teacher. Although this ensures some evidence is recorded, it means pupils do not get the experience of structuring their own work using appropriate sources and including relevant dates.

152. Teaching and learning are satisfactory overall. Teachers in the lessons seen managed pupils well by laying down firm behaviour guidelines and then praising good behaviour regularly. Resources and visits are used very well to bring the subject alive for pupils who, in the main, have limited life experiences. A good example of this was in a Year 4 lesson on the Victorian buildings. The teacher followed up the walk around the locality by giving pupils photographs of what they had observed so that they could recall the detail. In an excellent lesson the teacher herself was the resource. She re-enacted the role of a flood survivor so that pupils could learn to gather evidence from an oral source. This re-enactment had the pupils enthralled. They listened very well and asked high quality questions, recalling the places mentioned by the 'survivor' from their visit. Teachers provide sound opportunities for pupils to develop their literacy skills and computer skills. For instance, pupils wrote letters applying for a job in Egypt. However, the results are quite similar, indicating over-direction by the teacher. History has a high profile amongst displays around the school, but much of the material is comprised of photographs and posters rather than pupils' work. Teachers mark pupils' work regularly, giving praise where it is due, but they rarely offer pointers for further improvement. Some topics are brief and could comfortably be extended to allow pupils the opportunity to study the period in more depth. For instance, the Egyptian topic in Year 6 is mainly about where Egypt is and embalming. The topic could be extended to include part of the river study unit by looking closely at the Nile.
153. The management of the subject is satisfactory. A sound subject policy and scheme of work have been written that broadly covers the required curriculum. Assessment activities have been put into place since the last inspection, but they are not used enough to adapt the curriculum in the light of pupils' attainment. Good links with the local education authority allow the school to supplement their supply of historical objects with further borrowed items, which pupils handle and use to bring topics alive. Well-planned visits to places like Holme, where a flood occurred in Victorian times, and Bagshaw Museum to see Egyptian relics, enrich the curriculum. The co-ordinator has conducted very little monitoring and evaluation of teachers' planning or pupils' work. A file of pupils' work has been started and teachers would benefit from agreeing the standard of each piece.

INFORMATION AND COMMUNICATION TECHNOLOGY

154. Pupils' standards by the time they leave the school are around the national average.
155. Strengths in the subject are:
- a good range of activities interests and motivates pupils;
 - much-improved resources are very well managed and help teachers to plan their lessons.
156. Areas for development are:
- teachers do not make enough use of computers in their classrooms;
 - assessment could be used more effectively to match tasks to pupils' attainments and skills.
157. The school has made good progress since the last inspection. Progress has been particularly rapid in the last three years because the school has taken substantial steps to improve provision. This has included a suite of new, networked computers and other associated hardware, such as data projectors and interactive whiteboards. Very good opportunities for training have increased the skills of teachers and other staff. A new curriculum has been established, making effective use of the national guidance, which aids teachers in their planning to ensure a full range of opportunities for pupils. As a result, pupils of all backgrounds are achieving well. Pupils' skills are improving throughout the

school and they are reaching overall levels of attainment that are in line with the national expectations.

158. Pupils in the infant classes learn to control computers through appropriate games and activities. In Year 1, for example, pupils make drawings using a range of tools. They improve their accuracy when using the mouse as they arrange buildings, roads and other items to make maps. They gain increasing familiarity with the layout of the keyboard as they add labels. Year 2 pupils begin to understand the need for careful framing of questions when using a branching database about fruit. Teachers are conscious of the limited language skills of the many pupils for whom English is an additional language and plan good experiences for them to gain vocabulary. When looking at and holding an avocado, for example, lower-attaining pupils use widening language to describe the fruit such as, *bumpy*, *hard* and *dark green*. They still, however, confuse terms such as *soft* and *smooth*. Higher-attaining pupils enter simple sentences into the program about their fruits, such as *I did not like it* and *it was soft inside*. Year 2 pupils plan simple routes for a robot and gather information from specific Internet websites. They use the drawing programs with greater control to create specific effects, such as to make tartan patterns.
159. In the junior classes, pupils continue to develop their skills, developing good confidence when saving and loading their work from their folders on the hard drive. Year 3 pupils type text and add pictures and photos, beginning to make controlled changes to improve the layout and quality of their work. They enter data into databases and print out a range of simple graphs. By Year 4, many pupils are confident enough to write simple routines in LOGO to create patterns and specific shapes. They scan images successfully or download them from Internet websites, cutting and pasting them into their work. Pupils often set out such work extremely well, such as their haiku poems with different fonts, pictures and borders. Some lower-attaining Year 4 pupils, however, need a lot of support when they use two programs simultaneously. Year 5 pupils bring their skills together effectively when creating healthy eating posters using text, images and graphic shapes. Increasing numbers of pupils work independently and consider the intended audience, notably those pupils who had opportunities to discuss and plan their ideas before working at the computers. Good bilingual support ensures that those pupils who are still new to English are able to absorb the ideas and learn the skills effectively. By the end of Year 6, pupils enter data into spreadsheets and use formulas to create graphs and charts, such as when surveying traffic or measuring dissolving in a science experiment. They make simple multimedia presentations that include animations and sounds. They can search the Internet for information, importing text and pictures to their work.
160. Teaching is good overall and enables all pupils to learn effectively throughout the school. Many lessons in the computer suite are good and teachers generally plan these well, with effective use of a range of suitable resources. They usually introduce new vocabulary carefully and ensure that pupils recognise new words. Teachers have increasing confidence with the new equipment and teach the basic skills to pupils appropriately. As a result, pupils enjoy working with computers and most feel confident in their work. A number of good extra-curricular opportunities extend pupils' information and communication technology experiences; for example, when pupils develop better keyboard familiarity or create a newspaper. Teachers usually incorporate aspects of other subjects in lessons taught in the computer suite, such as through links with geography, literacy and science. However, teachers are less effective at incorporating information and communication technology skills in other lessons, particularly those taking place in classrooms. In some mathematics lessons, pupils undertake revision and consolidation games and pupils use electronic images in art, downloaded and from the digital camera. In most lessons, however, pupils have fewer opportunities to apply their developing skills to their work.

161. The management of the subject is very good and great strides have been made in equipping staff with the necessary skills and materials to promote pupils' learning. A simple but informative assessment system has been introduced and this is being used to track pupils' performance and evaluate pupils' skills overall. There are also some useful self-evaluation opportunities for pupils, such as when pupils in Year 3 evaluate their own skills at sending e-mail messages. Teachers do not generally make sufficient use of the developing systems when planning lessons. Similar tasks are often given to all pupils in a class, although their earlier knowledge and understanding vary widely. As a result, some pupils require much additional support to improve and consolidate their growing attainment. More rarely, pupils with better skills are restricted because they have to wait for other pupils to catch up.

MUSIC

162. Standards are similar to those identified at the time of the previous inspection and are in line with what is expected for their age, although the school is currently struggling to sustain this level because of the absence of the subject co-ordinator.
163. Strengths in the subject are:
- enthusiastic teaching in Year 6 and pupils learn much in this year;
 - effective introduction to early composition skills in Year 1;
 - music is used to set the scene for whole-school assemblies, and pupils are introduced to different types of music and famous composers.
164. Areas of development are:
- the quality of teaching, including more challenge and better management of pupils' behaviour;
 - pupils' enthusiasm for singing;
 - more focus on recording early composition, and evaluating and improving their work.
165. During the inspection the pupils in Year 2 were observed being taught by a temporary teacher. Standards were satisfactory but not as high as expected. Overall, achievement is satisfactory. Pupils with special educational needs and those learning through English as an additional language are fully included and make satisfactory progress. Pupils in Year 2 are unsure of the names of the instruments and some lack confidence in playing them. This was possibly linked to the teacher's lack of knowledge of the previous experience of the selected pupils, as some in the class are relatively new to learning English and so have little musical knowledge. Pupils are more confident in suggesting sounds to represent the weather. For example, they opt for the drums to represent a rumble of thunder and a rattle from the maracas for drizzle and rain. Most join in singing / *hear thunder*, maintaining the melody, while others provide musical accompaniment sustaining the simple beat. Pupils did not make improvements to their work and many of the pupils learning through English as an additional language find this aspect of the subject beyond their language skills.
166. Standards vary very much in Years 3 to 6 and examples of work on display suggest standards are in line with the level expected for their age, although this was not evident in some lessons seen. Overall, achievement is satisfactory, although the pupils learning through English as an additional language find it difficult to put into words their ideas about music and lack knowledge of musical vocabulary. In the lesson seen in Year 6, the focus was on musical appreciation. Many pupils were able to describe the music and explain what it reminds them of and how music can reflect different intentions. A review of previous work and listening to tapes of recorded work indicates that pupils have experimented with their own simple compositions. They have recorded their use of voice, clapping, clicking and slapping to represent the wind, a factory and a spooky scene. Although no evidence of writing down these ideas is available, pupils have obviously

enjoyed working as a group, performing their own part while others intervene with different parts. No evidence of musical terminology is evident and, in the Year 4 lesson observed, obvious opportunities to introduce new vocabulary were missed.

167. Teaching and learning are satisfactory overall. However, the quality is variable. Some poor teaching was seen because the teacher failed to maintain control of the pupils, behaviour deteriorated and hampered the pupils' ability to learn. Other features of the unsatisfactory teaching included low expectations and the repetition of the same song with little new focus, so that pupils became restless and had limited enthusiasm for the task. Pupils were not taught how to improve their singing and so the quality did not improve and many did not join in. In the lessons observed in Years 1 and 6, teaching was much better and much new learning took place in these lessons. In Year 1, the imaginative use of puppets helped pupils to understand early composition skills and, by the end of the lesson, pupils were happily writing simple compositions using pictures to represent the sounds. High expectations in Year 6 and an obvious enthusiasm for the subject led to very good learning in Year 6. The sharing of personal experiences of a Pink Floyd concert captured the interest of pupils and they were eager to learn.
168. Currently, the subject is losing its focus in school because of the lack of a co-ordinator. Previous work suggests management is usually satisfactory and a review of the subject's management file shows the successful introduction of new planning guidelines. Monitoring of standards is through a review of teachers' planning, which is not a very effective way to see how music skills are taught. The subject makes a positive contribution to pupils' cultural development because they have visits from musicians from the Halle orchestra and a tabla demonstration. Although music sensitively sets the scene for the start of assemblies, singing is not always included and, when it was, it lacked volume and quality, although pupils enjoyed including the actions.

PHYSICAL EDUCATION

169. Standards are in line with the levels expected for their age in Years 2 and 6.
170. Strengths in the subject are:
- the variety of experiences planned both in lessons and after-school opportunities;
 - the school is now involved with other schools in joint sporting activities;
 - links with the community and sports clubs to provide expert coaching and advice for all pupils, but especially those identified as particularly talented;
 - the excellent accommodation;
 - good management with a clear action plan based on observations of lessons.
171. Areas for development are:
- the pace of teaching in some lessons to maintain pupils' interest;
 - limited apparatus for gymnastics for the older pupils because of restriction of storage in the sports hall;
 - time available to improve swimming skills.
172. It was possible to see only gymnastics in the infants and athletics and orienteering in the juniors. Standards in these lessons show pupils reach the level expected for their age and achievement is satisfactory. Standards are similar to those identified in the previous inspection. Pupils with special educational needs and those in the early stages of speaking English are fully included in lessons and make satisfactory progress. They benefit from teachers' use of demonstrations, which enable them to see what is expected of them.
173. Pupils in Year 2 confidently run into spaces and change direction to avoid each other. They make different twisted shapes, although a few who are in the early stages of

speaking English find it difficult to understand the difference between *twisting* and *turning*, and tend to copy other pupils. A few of the more agile pupils are starting to think about their movements. They have some imaginative ideas, can combine a balance with a twist and change the level of their balances. When prompted by the teacher many can identify good work when observing other pupils, but are unable to express why it is good or how to improve their own performances. Lessons include a warming up activity and pupils understand that exercise makes their heart beat faster, which is good for them.

174. Pupils in Year 6 were observed in an orienteering lesson. They maintained a good rate of energetic running during the exercise and were keen to improve their performance. Many were trying to memorise the course so that they could improve their performance in their next attempt. These orienteering lessons make a good contribution to pupils' moral and social development because they take on the responsibility of marking each other's cards, and recognise that cheating is possible but does not help them to improve their own skills. Pupils value the contribution that exercise makes to their health and fitness.
175. Pupils have the opportunity to go swimming in Year 5 and, for many, this is their only opportunity to learn to swim. The school's records indicate that standards are below what is expected of pupils in Year 6. When the current Year 6 finished their swimming sessions last year almost one half were unable to swim a width of the pool. Approximately one third of pupils could swim a length of the pool. The current organisation means that pupils in Year 6 who have not learnt to swim leave school without another opportunity to achieve this skill.
176. Teaching and learning are satisfactory overall, although in lessons seen these varied from unsatisfactory to good. In the best lessons, teachers maintain a brisk pace that keeps pupils active and fully involved in exercise. Teachers challenge pupils to find different movements and so pupils learn the essential skills of creativity. Demonstrations are used in most lessons, but are not always as effective as they could be. Teachers often move too quickly on to the next task and do not allow pupils to try out the new ideas observed in a demonstration. At the time of the last inspection behaviour was not always managed effectively. This was not the case in this inspection and lessons were carried out in a safe and orderly atmosphere. When teaching was less effective it was because the tasks were repetitive and pupils lost interest. In one lesson, pupils spent too much time waiting to take part in a relay race and their enthusiasm for the task waned. Insufficient attention was given to showing pupils how to improve their sprinting and little new learning took place. Most lessons are planned to meet the requirements of the National Curriculum and are well structured, including an opportunity to warm up and cool down.
177. Management of the subject is good and has improved since the previous inspection, when the subject did not have a permanent subject co-ordinator. New planning guidelines are in place and evaluation of plans and monitoring of lessons take place. As a result, the co-ordinator has a clear picture of what is happening in the subject and future training is clearly linked to identified need. As at the time of the previous inspection, the school benefits from excellent accommodation, which is used well to enrich the curriculum. The sports hall has limited resources for gymnastics for the older pupils because of the limitations in storage.
178. The school makes a positive link to pupils' personal development because they have opportunities to work with a partner and in a team. Staff give generously of their time to provide extra activities and the co-ordinator intends to apply in the near future for a nationally recognised 'Active Mark'. Good links are established with professional coaches and parents benefit from this as they appreciate the invitation to the lunchtime aerobics session.

RELIGIOUS EDUCATION

179. Strengths in the subject are:
- good improvement since the previous inspection;
 - interesting activities and visits that enrich the pupils' experience and add to their knowledge;
 - good links are made between the different religions;
 - pupils are eager to share knowledge of their own faith with others.
180. Areas for development are:
- wider study of the third major world faith by older pupils;
 - some tasks fail to maintain the pupils' interest.
181. For the pupils in Year 2 and Year 6, attainment in religious education matches the expectations of the locally agreed syllabus. All pupils make satisfactory progress, including those pupils who speak English as an additional language and those who have special educational needs. Standards and progress by younger pupils were judged to be unsatisfactory at the time of the previous inspection. Pupils did not study the number of world religions required by the locally agreed syllabus. The requirements are now fully met, although coverage of Sikhism by older pupils is rather limited. There has been good improvement since the previous inspection.
182. The school's scheme of work is based on the locally agreed syllabus for religious education. By the time they are 11, pupils have studied three major world faiths, gaining an increasing insight into more complex concepts as they move through the school. Several religions are represented in the school and a strong feature is the eagerness with which pupils share their own faith knowledge. This was seen when Christian and Hindu pupils brought their special occasion clothes for the class to see.
183. Year 2 pupils are aware of the importance of prayer and the significance of a prayer mat and beads. They compare religions and appreciate the part reflection plays in religion, and that it is a vital part both of Christianity and Islam. This was evident in one lesson when pupils wrote their own simple prayers. The whole class celebrated with great delight when the teacher told them that one lower achieving pupil had written, *'The best writing he has ever done'*. By Year 6, pupils understand the influence of religion on the life and people within a community, and study how worshippers respond to their faith through the arts. They know that pictures and statues are unacceptable to Muslims, but may feature in Christian worship. Pupils successfully research for Islamic patterns using the Internet, books, at home and in the mosque. Consequently, they accurately name the main features and functions of churches and mosques. They know there are many denominations within Christianity, each with their own specific places of worship. However, pupils' knowledge of Sikhism is rather limited because insufficient time has been spent studying this religion.
184. Pupils' moral development through religious education is good and they show respect for the importance of caring for their world, saying *'look after trees'* and *'don't throw rubbish'*, and write prayers showing respect for themselves and their neighbours. They work co-operatively in different groups and older pupils show an increasing sense of the value of friendship, writing *'I treasure my friends, and keep their secrets'*.
185. The quality of teaching and learning is satisfactory overall, and examples of good teaching were observed during the inspection. Teachers show good knowledge and understanding of the major world faiths and the requirements of the locally agreed syllabus. They use their own, the pupils' and the teaching assistants' faith backgrounds and personal knowledge well to bring further information and ideas to lessons. The classroom assistant in Year 6 told the class about her personal experience of the Islamic art she saw when

visiting a mosque in Istanbul. Pictures, books and faith articles, such as prayer mats or a 'mystery bag', are used well and stimulate eager discussion. Bilingual assistants translate for and support pupils well who are still learning English. Pupils usually behave well and show good attitudes in religious education lessons, although they lose interest if the teacher does not involve them sufficiently in discussion, or tasks do not maintain their interest.

186. Pupils make satisfactory use of their literacy skills, writing at length about the events surrounding the birth of Jesus or describing a visit to a church. They discuss ideas in groups or with a 'talking partner', a purposeful way to reinforce their speaking and listening skills. When making an information booklet about the mosque, they use both literacy and art skills to good effect to make their work attractive to the reader. A good range of visits enriches the curriculum, for example to local churches of different denominations. Good displays, artefacts and books support pupils' learning well. Pupils may look for information outside school to support their knowledge. For example, Year 6 pupils were asked to observe patterns in the mosque or at home, and used a search engine on the Internet to research Islamic art.
187. Subject co-ordination is satisfactory. Pupils' progress and samples of work are monitored, as are teachers' lesson plans, although limited opportunities have been available to see how the improved planning is influencing teaching and learning. Simple assessments of progress are made at the end of each unit of work and the information gathered is used for the pupils' annual reports to parents.