

INSPECTION REPORT

ABBEYDALE PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 106983

Headteacher: Mr Howard Bates

Lead inspector: Ms Shirley Billington

Dates of inspection: 3 – 5 November 2003

Inspection number: 255287

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	228
School address:	Glen Road Sheffield
Postcode:	S7 1RB
Telephone number:	0114 2550926
Fax number:	0114 2507387
Appropriate authority:	Governing Body
Name of chair of governors:	Ms Kath Rangeley
Date of previous inspection:	28 September 1998

CHARACTERISTICS OF THE SCHOOL

The vast majority of pupils are of Pakistani heritage and speak English as an additional language. There is also a small group of refugees and asylum seekers, mostly from Somalia. The proportion of pupils eligible for free school meals (thirty-seven per cent) is well above average. The proportion with special educational needs is also above average (thirty-one per cent), including two who have a statement of provision for their specific needs. Most of these pupils have learning difficulties.

Children's levels of attainment on entry to the nursery are very low. Their speaking skills in their heritage languages are often very limited and they have little experience of life outside their homes.

The school is part of an Education Action Zone (EAZ) and involved in a Sure Start initiative to improve provision of pre-school experiences for parents and children.

In 2002 and 2003 the school received achievement awards from the DFES (Department for Education and Skills) for improved results in national tests at the end of Key Stage 2.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4343	Ms Shirley Billington	Lead inspector	Foundation Stage Art and design Design and technology
8992	Mr Julian Vischer	Lay inspector	
4341	Mr David Clegg	Team inspector	Mathematics Geography
10207	Mr Akram Khan-Cheema	Team inspector	English as an additional language Science History Religious Education
23412	Mr Alvin Jeffs	Team inspector	Special educational needs English Information and communication technology Music Physical education

The inspection contractor was:

Wessex Education Limited

3 Greenacres
Puddletown
Dorchester
Dorset
DT2 8GF

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Given that almost all pupils know little or no English when they start school, they achieve well overall. Teaching is good. The headteacher leads the school well. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in mathematics and science but more could be done to improve their skills in speaking
- Children get a very good start in nursery and reception classes
- Pupils behave very well and have good attitudes to learning but could be given more opportunities to take on responsibilities and have a say in the running of the school
- Learning is made interesting by visits, visitors and special projects
- Staff know children well and keep a careful check on how well they are doing
- Good support from bilingual staff and teaching assistants helps children to learn
- Leadership by the headteacher and governors is good
- Parents like the way the school helps their children
- There need to be more regular checks on the quality of teaching and standards

The school has got much better since the last inspection. Results of national tests have improved at a faster rate than in most other schools. Most of the recommendations in the inspection report have been successfully tackled. Girls are now achieving as well as boys. Planning has improved and there is guidance in place to help teachers to plan their work in each subject. Use of information and communication technology (ICT) has improved, although the oldest pupils are still making up some lost ground and not yet achieving expected standards. There is still some work to do to improve pupils' skills in speaking. Standards in writing are improving but pupils do not use these skills enough in subjects across the curriculum.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 , compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E*	E	E	D
mathematics	C	C	D	B
science	E	D	E	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

The E for English in 2001 means that results were in the lowest five per cent of schools nationally*

Overall pupils achieve well. Children in nursery and reception classes make good progress from a very low starting point. They are well prepared personally and socially for the start of year 1, although they are still working at well below expected levels in other areas of their learning. In years 1 and 2 children continue to make good progress. In 2003 the majority reached average levels in national tests, although very few reached the higher levels.

The older pupils continue to do well overall but weaknesses in speaking skills limits their achievement to some extent. By the end of year 6, standards in English overall are well below average. In years 3 to 6, pupils generally do well in practical subjects such as science, art and some aspects of mathematics.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good overall but there is some variation. It is consistently good and at times very good in the nursery and reception classes and this ensures that children get a good start to their learning. In years 1 to 6 teaching varies from unsatisfactory to very good and occasionally excellent. In many lessons, teachers make very good use of bilingual support staff to help pupils to understand what they have to do. Teaching assistants are also used well, particularly to help pupils with learning difficulties. Time and resources are generally used well in lessons. Occasionally the pace of learning is too slow and teachers underestimate what pupils might be capable of achieving.

Work through the Education Action Zone (EAZ) has enriched many aspects of the curriculum, for example, art and science. Visitors to school and visits, such as to the environmental centre and to local galleries, make learning more interesting. Pupils are well cared for and well known and their progress is carefully tracked as they go through the school. Good attention is paid to their personal development, but the older ones could do more to help with the running of the school. The school's strong focus on encouraging regular attendance has resulted in an excellent improvement in attendance levels.

LEADERSHIP AND MANAGEMENT

Leadership and management are sound overall. The head provides a strong sense of direction and has driven through the improvements in standards. He is supported well by key staff, but most do not regularly check up on the quality of work in the areas for which they are responsible. Governors are well organised and well informed and give the school good support.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and feel that their children do well here. Pupils are also very positive; they enjoy school and feel that they are well cared for and well known by the staff.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Implement a structured whole school programme to improve pupils' skills in speaking
- Introduce a more systematic approach to checking on the quality of teaching and learning
- Give pupils more opportunity to take on responsibility for what happens in school

and, to meet statutory requirements:

- Include all required information in the governors' annual report to parents

The school is currently not providing a daily act of collective worship of a broadly Christian character. However, because the vast majority of pupils are Muslim, the governors have applied for exemption from the requirement to do this.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall pupils achieve well as they move through the school. They make good progress from a very low base and do well, although standards in mathematics and science are below average at the end of year 6. In English, limitations in pupils' speaking skills result in standards that are well below average. There is no significant difference in levels of achievement of minority ethnic groups and boys and girls do equally well.

Main strengths and weaknesses

- Children in nursery and reception classes get a good start to their learning
- Children in the early stages of learning English make good progress
- Children with learning difficulties make good progress
- Test results in mathematics and science are at least as good as those of similar schools
- In English, listening and reading skills are better than speaking and writing skills

Commentary

1. The youngest children make good progress in all areas of learning. They do particularly well in their personal and social development and physical development, reaching levels that in some aspects are similar to those normally found. While they do well in other areas, their achievement is, to some extent limited by the early stage that they are at in learning English. This means that they are still working at well below average levels at the start of year 1.
2. Extra help for children with special educational needs ensures that they achieve well. Those with difficulties with literacy become more confident in answering questions and in reading and writing in class lessons as they move through the school. Those pupils who have difficulties in maintaining attention also make good progress because of the help that they get from classroom assistants.
3. For children in the early stages of learning English, particularly in nursery, reception and year 1, bilingual support successfully helps them to gain a good level of understanding. Given the low levels of attainment as children start school and the fact that many are new to English or at the very early stages of learning the language, they make very good progress.
4. As pupils move through the school, their understanding of English and their skills in reading improve at a greater rate than their abilities to speak and write the language. Speaking skills for many pupils are limited and this has an impact on the quality of their written work. Skills in writing are improving because of the work that the school has done in this area but still need some attention. Standards in English overall are well below average but, given that almost all pupils are working in an additional language, they achieve well.
5. At the ends of year 2 and year 6, pupils do better in tests in mathematics and science than in English. In year 6, intensive work in small groups prepares pupils well for national tests and results show good improvement over the past three years. However, small numbers in each year group mean that there can be considerable variation each year, and the school appears to be accurate in predicting that the recent upward trend in test results will not be maintained in 2004.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.9 (13.7)	15.7 (15.8)
writing	14.4 (12.7)	14.6 (14.4)
mathematics	15.1 (15.1)	16.3 (16.5)

There were 19 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.6 (24.0)	26.8 (27.0)
mathematics	26.2 (27.0)	26.8 (26.7)
science	27.2 (27.4)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

This is a strong feature of the school's work. Behaviour is very good. Attitudes are good. Punctuality is good. Provision for pupils' personal development is good. Attendance levels have shown excellent improvement to move from being well below average to higher than national average levels.

Main strengths and weaknesses

- Pupils are very willing to be enterprising and take responsibility but there are limited opportunities for them to do this
- The school sets very high expectations for pupils' behaviour and they respond well
- The school helps pupils to appreciate a range of cultural traditions very well
- Attendance has a high profile and levels of attendance have improved dramatically

Commentary

6. Behaviour in lessons and around the school is consistently of a very high standard. Pupils know and respect the rules and are remarkably self-disciplined. For example, time and again in the playground when the first whistle is blown pupils respond immediately and stand very still. On the second they move to their queues sensibly and quickly with little or no staff involvement. The school sets very high expectations for pupils' conduct and gets a very good response. There is very little bullying, racism or other form of harassment. There have been no exclusions in the last seven years.
7. This very good behaviour also reflects the school's success in enabling pupils to respect, value and understand the beliefs of others. The strong and inclusive ethos is a key quality of the school. The school enables pupils to distinguish right from wrong, whilst upholding and respecting cultural differences. Recognition and celebration of the pupils' backgrounds enables them to feel at home and relaxed. This is also why the relationships in the school are very good. The sense of community was very well illustrated in a singing assembly where the pupils sang enthusiastically songs from the Anglo-Saxon tradition such as 'Twinkle, Twinkle Little Star' in Panjabi as well as in English. They continued with songs in Urdu and Panjabi relating to Ramadan and Eid and then English songs, in which special qualities of brotherly love were celebrated.
8. Attitudes to the school are good. Pupils listen attentively in lessons and they try hard with their work. They are very willing to take on the limited responsibilities they have and respond eagerly to occasional requests for help by staff. They carry out their class responsibilities well. However, there is no structured approach to involving pupils regularly in duties, apart from those in

classrooms, to help with the running of the school. This is a missed opportunity to generate a more positive attitude to school, especially in older pupils, and a greater sense of community responsibility.

Attendance

9. The rapid improvement in attendance figures (from being well below the national average to being well above) reflects the school's determination to improve attendance levels. The school, principally through the learning mentor, has promoted the importance of regular attendance exceptionally well. Both unauthorised and authorised absences have reduced considerably.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.6
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching is good and in some lessons it is very good and occasionally excellent. The curriculum and arrangements for pupils' care and welfare are good.

Teaching and learning

The overall quality of teaching is good. It is consistently good and at times very good in the nursery and reception classes. In years 1 to 6, the quality of teaching is more varied. It ranges from excellent to unsatisfactory.

Main strengths and weaknesses

- Teaching of the youngest children is consistently good
- Teachers generally make good use of demonstrations and explanations
- Bilingual staff play a valuable role in helping children to learn
- Resources are used well in many lessons
- Teaching assistants are used well
- Assessment is generally thorough and used well
- Pupils are very well managed
- Occasionally lessons lack pace and expectations of what pupils might achieve are too low
- Opportunities are sometimes missed to extend pupils' speaking skills

Commentary

10. Good, and sometimes very good, teaching in the nursery and reception classes ensures that children get a good start to their learning. Teachers, nursery nurses and support staff work well as a team. An exciting and imaginative range of activities is planned and this helps the children to learn through practical experiences. A strong emphasis is placed on boosting children's self-esteem and confidence. Good use of stories, rhymes and games gives the children a good start in early literacy and numeracy. Bilingual support staff are very effective in translating instructions and explanations to help the children to understand what they have to do.
11. In lessons throughout the school, teachers generally make good use of resources to help the children to learn. The use of small whiteboards, for example, enables pupils to show their answers in introductory sessions in mathematics. This ensures that all the children are involved

and also enables the teacher to check whether they have understood the problem and arrived at the right answer. Demonstrations are also used well, for example, in science lessons, so that pupils are clear about how to set up tests. Teachers make good use of important vocabulary that is specific to different subjects such as science. They usually explain the meaning of the key words that they use and sometimes display these for pupils to see. As in the nursery and reception classes, translation by bilingual staff often helps with pupils' understanding. However, in many lessons, teachers miss opportunities to extend the pupils' skills in speaking English. Pupils are not consistently encouraged to use the key words that teachers introduce or to answer questions in full sentences. Opportunities are also missed to promote discussion amongst the pupils themselves, either in their heritage languages or in English.

12. Teaching assistants play a key role in supporting learning in many lessons. They often sit with pupils with learning difficulties, helping them to understand the teacher's explanations or encouraging them to answer questions. There is particularly good work carried out by teaching assistants specialising in early language and literacy skills. This work is characterised by good planning that links to the targets set in pupils' individual education plans (IEPs) and good use of language in explaining tasks. There are times, however, when the targets in IEPs last for too long and do not expect enough in terms of pupils' progress. Very good use is made of additional support programmes in literacy and numeracy to boost pupils' skills with well-targeted work in small groups.
13. Expectations of behaviour are high and pupils respond well. They are clear about classroom routines and keen to do well in their lessons. Teachers generally make good use of assessment to give pupils tasks that build on what they have already learned. Occasionally, assessment is not used well and pupils are given work that is too easy – this is particularly the case in some mathematics lessons. Time is usually used well but sometimes teaching is too slow and occasionally pupils spend too long listening to the teacher before they start their work.
14. Overall, however, the good quality of teaching is a key factor in pupils' success as learners and good levels of achievement.

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	4 (9%)	27 (61%)	10 (23%)	2 (5%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The overall curriculum provision is good.

Strengths and weaknesses

- The work of the EAZ enriches the curriculum
 - The school makes sure all pupils are helped as much as possible
 - The dual language teaching and support is very good
 - The curriculum for children in the nursery and reception classes is very good
 - There is good support for learning outside of the school day
 - There is good provision for personal development, particularly in years 1 and 2
 - There are limited opportunities for pupils in years 1 to 4 to take part in extra-curricular activities
15. The school generally meets the needs of its pupils. There is a strong determination on the part of the leadership and management to make sure that all children are helped to benefit from what the school offers. There is also a commitment to making school a lively and interesting place to visit.

16. The school has a very positive approach to inclusion. In all classes, every pupil is given good opportunity to participate and flourish. The withdrawal work for pupils with learning difficulties is good, providing pupils with relevant and enjoyable activities. The pupils who are at an early stage of learning English are also given plenty of help to learn. The presence of several members of staff who are able to speak to them in their first languages is very helpful. For example, in a year 1 mathematics lesson, the teacher spoke in English, Urdu and Panjabi to make sure that all children fully understood her instructions so that no one missed out on learning the mathematics. In the nursery and reception classes, the youngest children are also helped to understand what they have to do because they are given explanations and instruction in their first languages. The children's understanding is also helped by the very good range of practical activities. These are very carefully planned to encourage children's interest and boost their confidence.
17. The school has been a member of the local EAZ for about three years. This has helped its work in a number of ways and in particular has introduced a number of activities that add real interest to the curriculum. For instance, there has been a good contribution to pupils' cultural development through projects involving artists in residence, visitors to school and visits to places such as museums and galleries. The EAZ has also provided training for some teaching assistants in how to use particular techniques to extend pupils' skills in speaking. This is having a significant impact in year 2, but needs to be spread more widely across the school to improve the weaknesses in this area.
18. There are a number of activities that pupils enjoy after school but these are mainly confined to the older pupils in years 5 and 6. These activities are also being helped by the EAZ which provides some of the equipment pupils use. The school is also making strenuous efforts to try to give chances for children to learn outside of school. The breakfast club, for instance, is improving attendance figures and a holiday club is run in conjunction with other local schools.
19. There is a good range of opportunities for the younger children in years 1 and 2 to develop personally. There are regular, planned, opportunities for children to talk together about the personal things that interest or concern them. Provision for pupils in years 3 to 6 is not as well structured and the programme for personal, social and health education (PSHE) is not yet established through the school.

Care, guidance and support

Provision for pupils' care, welfare and health and safety is good. The support, advice and guidance they receive are very good and their progress is carefully tracked through the school. Provision for their personal development is good but they have limited opportunity to influence decisions about how the school is run.

Main strengths and weaknesses

- Pupils feel very well supported through a trusting relationship with one or more adults in the school
- Pupils have very good access to well-informed support, advice and guidance
- There are limited opportunities for pupils to express their views formally

Commentary

20. Pupils are supported by good procedures for their safety and welfare. Child protection is led by an experienced member of staff and all staff are aware of procedures. The school has recently been audited for health and safety and has successfully carried out all of the few recommendations. Risk assessment routines for school trips are now fully in place and well detailed. Staff supervise pupils carefully. Good procedures in the classrooms enable pupils to work safely.
21. Pupils' progress is carefully monitored using individual checklists. These work very well because pupils and parents can see at a glance what they have achieved. Pupils are aware of their targets for improvement. The support, advice and guidance given to pupils is very good, partly because of this system, but also because of the very good relationships in the school. This, and the relatively low classroom numbers, means that staff know pupils very well. Most pupils have a good and trusting relationship with at least one adult to whom they can turn for good advice and support. In this context, the headteacher plays a significant role and is highly regarded amongst pupils as fair and approachable.
22. Induction arrangements for new children are good. There are also good arrangements for pupils who have had an extended absence from school. The learning mentor plays an important role here because she assesses pupils on their return to see where they are in their learning and to help them to catch up with their classmates.
23. Although pupils are positive about the school and their views are welcomed, there is no formal way of consulting them. This means that the pupils lack involvement in shaping the direction of the school and that opportunities for promoting some aspects of their personal development are missed.

Partnership with parents, other schools and the community

The school has good links with parents. Links with the community and with other schools and colleges are also good.

- There is good general information for parents, although curriculum information is limited
 - Procedures to deal with concerns and complaints are very good but there is no systematic way to gain parents' views
 - Links with the Muslim community are good
 - Educational links through the EAZ are good
24. Parents are provided with a good range of information concerning the school generally; the prospectus is a particularly valuable source of information. Reports on pupils' progress are good but the wording of comments on achievements in different subjects is sometimes rather impersonal. Children's personal development is well detailed with areas for improvement identified if appropriate. Although a good overview of the work covered in different subjects is published in the prospectus, there are few other sources of information about what children are learning. This is done well in the nursery and reception classes where parents get good information on the work going on in different topics. However, in other year groups opportunities for parents to become involved in their child's learning are limited. There is a good number of parent consultation evenings with a translator on hand. These get a good response with a high turnout of parents.
 25. The school is considered to be very approachable and procedures for dealing with any complaints and concerns are very good. This is largely because of the headteacher's conscientious determination to give any such concerns priority and deal with them quickly. Conversely, however, there are few structured opportunities for parents to be consulted. Although they were necessarily consulted over recent amalgamation proposals, they are not as a general rule invited to express their views on normal school issues and developments.

26. The school has good links with the local Muslim community. This is principally brought about through the role of the community development officer. Every Friday he conveys school information to the local mosque where reminders of school events or forthcoming deadlines are publicised.
27. Links with other schools and colleges are good. There are good lines of communication between the schools within the EAZ and, as a result, new opportunities, for example, for funding, are quickly grasped. Arrangements for the transfer of pupils to the designated secondary school are very good because of very good liaison and some joint lessons and shared projects. However, only about thirty per cent of pupils move there. Links are also made with the many other schools to which pupils transfer. A teacher from each of the secondary schools visit and all offer an induction day for pupils joining year 7.
28. The school also has a link with Sheffield College which provides regular English courses for parents and other members of the community. As the course was not running at the time of the inspection, and no evaluation of the project has yet been carried out, it is not possible to judge the value of this link.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is satisfactory. Leadership of the headteacher is good. He gets good support from key members of staff, but some aspects of management need strengthening to make their work more effective. The work of the governing body is good.

Strengths and weaknesses

- The headteacher provides good leadership
- The governing body is well-organised and informed
- There is good tracking of value for money
- Provision in the nursery and reception classes is well led and managed
- Performance data is not always recorded in the most helpful manner
- Some of the checking up on how well the school is doing is not rigorous enough
- There is not enough time given to managing the provision for special needs

Commentary

29. The headteacher provides a strong sense of purpose and direction to the school. He leads with a determination to seek improvements and to make sure that all children are helped equally. He is one of the driving forces behind the school's approach to becoming increasingly inclusive.
30. Key members of staff are very supportive and make a valuable contribution to how the school develops. There is a good team spirit throughout the school with everyone pulling in the same direction. There are checks on the quality of teaching, but this is not always resulting in improvements. For instance, some weaknesses in teaching identified in the recent past still remain. Not enough rigour is brought to some aspects of the process.
31. The classes with the youngest children are well managed. This is helping to make sure teaching is consistently good and that teachers and support staff work closely as a team. Shared planning and assessment systems make sure that each teacher builds on what has gone on before. There is a very good level of staffing, but there are times when there are too many adults supporting children in the nursery. This reduces opportunities for the children to develop a degree of independence and to play and work together without adult involvement.
32. The school is careful in recording how well children are doing as they move through the school. However, the way that some of the information is recorded is not always as helpful as it could be.

This makes it more difficult to track pupils' progress through the national curriculum and to use the information to identify pupils who may be not achieving as much as they could.

33. The governing body is well organised and very supportive of the school. Governors have a good grasp of the school's strengths and weaknesses and overall fulfil their responsibilities effectively. The school has particularly good strategies for promoting good value for money. The budget is carefully monitored against the school improvement plan to make sure that resources are allocated sensibly and make a difference to what the school achieves.
34. Senior staff and the governing body have a good level of involvement in the work that goes on to support pupils with special educational needs. Funds identified to support these pupils are used well and classroom provision has been strengthened by the specific training given to some teaching assistants. The co-ordinator for special needs (SENCo) has limited time to carry out her role. This means that checks on pupils' individual education plans and oversight of the work of teaching assistants are not as rigorous as they should be. In particular, there is limited opportunity to see whether appropriate targets are being set for pupils and to advise teachers on organising work to support these.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	795323
Total expenditure	814309
Expenditure per pupil	3073

Balances (£)	
Balance from previous year	27863
Balance carried forward to the next	8877

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The majority of children attend the nursery on a part-time basis before joining the reception class. Nursery and reception staff work closely together to plan a very good range of experiences that meets the needs of the children. Children achieve well but are still working at well below expected levels in most areas when they join year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- There is a strong emphasis on boosting children's confidence and self-esteem
- Children learn to organise activities independently and to work as part of a group

Commentary

35. Teaching in this area is very good. All adults constantly encourage and praise the children for even the smallest achievement. As a result, the children are keen to try new experiences. The majority successfully learn to organise equipment without too much direction. In the reception class, most children co-operate well, taking turns and sharing equipment amicably. They choose activities independently but still need a good deal of adult support to maintain concentration on a task. Expectations of behaviour are consistent and children respond well to the clear routines; the majority show good understanding of right and wrong. Children sometimes make sensible decisions independently and, for example, sweep up the sand that has fallen on the floor under the sand tray. A good range of experiences encourages the children to appreciate the needs of others, and for example, they learn to take turns using the play equipment outside.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Very good bilingual support helps to support children's understanding
- Early literacy skills are taught well
- Opportunities to extend speaking skills are sometimes missed

Commentary

36. Teaching is good. In all activities, teachers make good use of the skills of bilingual support staff to translate instructions and explanations and to encourage understanding of English. This gives the children's own language a high status which is further supported by the dual language labels on displays around the classroom. Listening skills develop well and most children in the reception class show good understanding of instructions and questions. Adults make very good use of language in explanations and demonstrations, supported, where possible, by good resources such as pictures. Children's responses are always received positively but, on occasions, adults miss the opportunity to extend their answers and to encourage them to use a short phrase or sentence instead of single words.

37. Children make very good progress in basic literacy skills. Most children in the reception class are beginning to recognise letter sounds and attempt to write some of the letters in their names. They are keen to express their ideas by making marks on paper and sometimes try to 'read' these to each other. Many children show a high level of interest in books, naming objects in pictures in stories and pretending to read alongside an adult. They are beginning to understand that the print tells the story.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A very good range of activities encourages children to learn about numbers
- Good practical activities support work in other areas of mathematics

Commentary

38. Teaching is good. Adults take every opportunity to introduce activities that teach skills in counting and ordering of numbers. At the start of the day, for example, reception children count the number in the class having cooked lunch or sandwiches and find the corresponding numeral to go on the display board. Songs and rhymes are used frequently to reinforce counting up to and back from 10. Games are also used well and staff introduce terms such as 'how many more?' to encourage children to count on and to use their knowledge of number.

39. A good range of activities such as sand and water play promotes children's understanding of mathematical ideas. Most children in reception recognise colours and are confident in copying and making patterns. Limitations in English language skills restrict their achievement in some aspects of the subject; it is difficult, for example, for them to come to grips with simple verbal problems and abstract ideas.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- There are good opportunities for children to explore the world around them
- Children develop good skills in using a variety of tools and equipment

Commentary

40. Teaching is good. Practical activities and interesting experiences extend children's horizons and are used well to introduce early aspects of science and ICT. A visit to a greengrocers shop by reception children was captured on a digital camera and the photographs used to make a book; this encouraged children to recall the names of the fruit that they saw. Making bread helps children to understand the process of change. Very good resources were used in one lesson to encourage children to learn how mains electricity or batteries are used to power everyday objects. In the nursery, children were fascinated by the light made by candles in their clay divas and by the power of the flashlight used by the teacher to indicate a path for them to follow as they went to meet their parents at the end of the session.

41. Reception children show good skills in cutting and shaping materials as, for example, they use rollers and cutters to make shapes from sparkly playdough. Children begin to learn about technology through operating a tape recorder and finding out how to use the mouse on the computer.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Use of the outside play area is very well planned
- There are good activities to encourage children to develop control and co-ordination

Commentary

42. Teaching is good. Activities in the outside area are imaginatively planned to link with work in other areas. In particular, skills in personal and social development are continually promoted, for instance, as children work together in pairs throwing and hitting a ball. Setting up a 'bears cave' extended work in literacy and knowledge and understanding of the world. Children were very enthusiastic about snuggling under blankets in the 'cave' and using torches to follow the print in books as an adult read to them. In the play area, the use of numeracy skills was encouraged as a child threw a ball in a basketball net and the teacher encouraged him to count his successful shots.

43. A good range of equipment helps children to develop skills in moving in a variety of ways. Most show a good degree of confidence as they steer bikes or use the climbing frame. Children have good opportunities to use small equipment such as crayons and scissors and these also help to enhance their physical skills. Despite good experiences, for many reception children pencil control is weak and their drawings are often characteristic of children of a much younger age.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There are good opportunities for singing, painting, drawing and model-making
- Role play is imaginatively organised, but children need a lot of adult support to use the opportunities provided

Commentary

44. Teaching is good. A range of activities encourages the children to experiment with ways of representing their ideas and observations. A display of printed leaves reflects a range of autumn colours and children are encouraged to use recyclable materials for model making. Children enjoy action songs and make good attempts at following adults' lead in singing. Translation and some songs in both English and Panjabi encourage their participation and understanding. There are opportunities to work with equipment such as playmobil and to use a role play area to dress and look after 'babies', but adult interaction is needed for children to get the most out of these experiences.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching is good and pupils achieve well overall
- Standards in reading and writing have improved
- Pupils' limited skills in speaking contribute to some difficulties in written work in subjects across the curriculum
- There has been some good work to try to improve pupils' language skills but this needs to be shared more across the school
- Pupils' work is sometimes untidy and there is no clear approach to spelling and presentation of work through the school
- Library provision is inadequate

Commentary

45. Standards in English are well below national averages in reading and writing as indicated by national test results at the ends of years 2 and 6. However, these standards represent good progress from the start of year 1, where many pupils show considerable difficulty in letter formation, early sound building skills and speaking.
46. Weaknesses in speaking skills lead to a lack of confidence in many pupils. Although they listen well and follow instructions from an early stage, they are slower to acquire a wide vocabulary. This, in turn, restricts their participation in lessons. Over the past year the school has identified the need for teachers to use more open questions and give pupils more opportunities to speak in class. Despite this, in too many lessons teachers accept single word or single phrase answers from pupils. This limits their opportunities to extend their language and listen to good examples of speech from others.
47. Reading skills develop slowly, but pupils work with enthusiasm when they are reading in a group with an adult and in lessons where exciting books are used with the whole class. By year 2, all pupils show a lively interest in books and are developing limited, but improving, recognition of commonly used words. As they go through the school, pupils have increasing opportunities to use books for research, to word process stories and poems and to listen to increasingly complex stories. However, there are not enough books in the library and those that are available are not organised in a suitable way to help to develop pupils' skills in research.
48. Staff have successfully improved writing standards throughout the school. There has been good progress here but there is still some work to do. Pupils are keen to write and are beginning to take extra care over both accuracy and presentation but written work is often short and spelling is weak. There is no coherent spelling policy or approach to marking to support pupils' attempts at harder and longer pieces of written work.
49. Lessons are well organised with a clear start, middle and review at the end. Teachers and support staff work hard to encourage all pupils and relationships are very positive. Teachers are often inventive and imaginative in their lessons. In a very good Year 5 lesson, the teacher used the topic of diaries to stimulate pupils to use idiomatic English. Strengths in the lesson included humour, examples of real life diaries, a strong pace and a high level of praise. The success of the lesson was exemplified by one pupil who called out, "Look sir, it's raining cats and dogs!". For most of the pupils there was also a noticeable improvement in the willingness to speak to the whole class.
50. Senior staff and the subject leader have a clear view of what needs to be done to improve standards. Although there have been a number of initiatives, such as drama and role play, to

improve pupils' speaking skills, these have not been fully incorporated into lessons across the school. The very good work being carried out in Year 2 on 'talking partners' * is already showing dramatic success with individual pupils. The school plans to extend this initiative and this has the potential to make a significant impact on pupils' progress in English.

Language and literacy across the curriculum

51. The problems that many pupils experience with both English language and literacy mean that writing, reading and discussion present difficulties in many lessons. Opportunities are missed in subjects across the curriculum to extend pupils' language and literacy skills. The school has rightly identified this as the next step in developing the curriculum.

MATHEMATICS

The overall provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Some pupils make good progress and achieve well
- There is some very effective dual language teaching
- Teachers try to make sure that pupils learn the important vocabulary
- Teachers know how well pupils are doing
- The quality of teaching varies too much
- Checking up on teaching is not always leading to improvements

Commentary

52. In the past few years the results of tests in mathematics have improved. In the most recent tests (in 2003) both year 2 and year 6 pupils have done well. The school makes good use of available help and support programmes to make sure that year 6 pupils leave the school knowing as much as they can about how numbers work. The small group teaching that takes place in the spring term is very helpful in giving the pupils a real 'boost' in their learning.

53. Overall pupils achieve satisfactorily although there is some variation in how well they progress as they move through the school. In years 1 and 2, children often make good progress. The teaching is well planned and takes into account the different levels of ability so that all children are helped. Because the teacher in year 1 often explains things to children in their first language, those children who may be struggling with English are helped to understand what they are doing. The lessons in year 2 pay very careful attention to making sure that children understand the key vocabulary. Although the lessons are carefully planned, just occasionally some of the children who are good at mathematics find the work too easy and do not learn as much as they could. In both years 1 and 2 the teaching assistants make a very positive impact on what children manage to do. They work in close partnership with the teachers and provide individuals and groups of pupils with good support.

54. The quality of teaching in years 3 to 6 is more varied. It is good for the oldest pupils and they often make good progress in their last year of school, particularly when they are taught in two groups. Lessons in year 6 are well organised and the teaching makes sure that all pupils are working hard at a level that is helping them to learn. Sometimes in years 3 to 5 the lessons are a little slower and pupils do not cover as much ground as they might. Very occasionally, the lesson is not at the right level and the work that pupils do is far too easy. The teacher's expectations are much too low. This means that children do not learn as much as they could in these lessons.

* A project to encourage pupils to extend their vocabulary and speaking skills – they work in small groups with a trained teaching assistant

55. The subject is satisfactorily managed. There have been some checks on how good the teaching is, although these are not recent and have not always resulted in improvements being made. For instance, weaknesses in some aspects of teaching remain even though they have been identified as needing improvement. The work that has been done on checking on the aspects of mathematics that have given children difficulties in tests is good. This means that teachers can make sure that lessons are planned to cover these weaker areas.

Mathematics across the curriculum

56. As with language and literacy, the school is exploring ways to plan for pupils to make more extensive use of their mathematical skills across the curriculum. Opportunities for this are currently limited.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards have improved, although there is still some work to do to improve pupils' skills in scientific investigation
- Teaching is good and staff place a strong emphasis on teaching subject specific vocabulary
- Written work in years 3, 4 and 5 is often on worksheets and there is not enough opportunity for pupils to record their ideas and findings independently

Commentary

57. Pupils achieve well from a low starting point although standards remain below average at the end of year 6. Pupils are generally very enthusiastic about science and are keen to increase their knowledge and understanding of scientific ideas. Pupils are willing to learn, almost always co-operative and well behaved and in general spend the majority of their time on task. For example, during a good lesson on magnetism, groups of year 6 pupils worked hard at their practical tasks. They used a variety of objects to find out which could be picked up by bar magnets, before discussing and recording their findings.

58. Much of the written work for pupils in years 3, 4 and 5 is on worksheets and in most cases the introductions and conclusions for the experiments are identical. This restricts opportunities for pupils to record their ideas and observations independently. Pupils' work indicates that teachers have limited expectations of their abilities to do this or to use their scientific knowledge to predict and evaluate the outcomes of experiments. As a result, science lessons do not help pupils to present their findings in a way that will help to improve their skills in writing.

59. In lessons seen during the inspection, teaching was good. Class teachers work closely with the bilingual support staff to plan and take account of the culture specific and language related needs of pupils. This results in good team work and allows the teachers to organise their classroom and group pupils effectively in order to achieve the intended learning. Lesson planning shows a clear focus on the need to provide appropriate support for pupils learning English as an additional language by highlighting and explaining the meanings of scientific terms. This results in most pupils gaining an adequate understanding of key scientific ideas, although they do not always get enough encouragement to use the vocabulary that they are learning.

60. There have been steady improvements since the last inspection. These include higher standards, more practical work and more attention being given to teaching key scientific vocabulary.

61. There remain some areas for development. Teachers need to ensure that pupils are appropriately challenged to think for themselves and use skills of scientific investigation such as predicting, evaluating and formulating hypotheses on the basis of findings. Pupils need to learn to use a variety of graphical techniques like bar graphs and pie charts to present their scientific findings. Assessment procedures are underdeveloped and pupils' progress is not systematically tracked as they go through the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- There has been good improvement in resources and staff skills since the last inspection
- The teaching of ICT skills is now good
- ICT is not used consistently to support learning in classrooms

Commentary

62. By the end of year 2 pupils' ICT skills meet national expectations. This is a distinct improvement since the previous inspection. The improvement has come about through a combination of investment in good quality hardware and programs, effective training of teachers and teaching assistants and good leadership by the ICT coordinator.

63. Standards at the end of year 6 do not meet national expectations and this is not surprising. The new investment and leadership have not been in place long enough to ensure that older pupils develop the more sophisticated ICT skills. However, older pupils now have access to the full ICT curriculum. They confidently use word processors to produce adverts, stories and poems. They have started work with data handling programs in mathematics. They use basic graphs as a back up to geography work. Their experience of control work is limited. In one lesson, year 6 pupils were actively involved in good work using a 'logo' program and also controlling floor-based robots. The pupils showed real enthusiasm and skill in using these programs, but were working at a level appropriate to year 4 pupils. Indications are that pupils are making up lost ground and year 6 work will be in line with national expectations within the next two to three years.

64. A good year 1 lesson showed the significant improvement in ICT teaching since the last report. The whole class worked on programs requiring the directing of 'robots' to burst balloons or pick strawberries. To be successful, pupils had to use directional instructions involving 'left' and 'right', 'up' and 'down'. They did this with considerable ease and assisted each other well when problems arose. At the same time, pupils with special educational needs used the interactive whiteboard to practice large handwriting patterns, an activity linked to their individual learning targets. The confidence, application and progress of pupils during this one lesson indicated how far the school has come in the teaching of ICT.

Information and communication technology across the curriculum

65. During the inspection some use of ICT was seen in classrooms, but overall there is still a lot to do before computers are used effectively to support work in other subject areas. The very good ICT suite is beginning to be used to back up work in subjects such as mathematics and geography, but it is still underused as a resource.

HUMANITIES

Lessons were sampled in **religious education** and **history**. No **geography** lessons were timetabled and very little work was available for scrutiny.

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are taught the principal features of world religions and encouraged to value their own ideas whilst showing respect for those holding different beliefs
- There are no systems for checking up on teaching and tracking pupils' learning

Commentary

66. Standards remain in line with expectations of the locally agreed syllabus, as they were at the time of the last inspection. During the two lessons observed the focus was on the five pillars of Islam and pupils engaged in a lot of discussion, learning about Islam and the Muslim way of life, although there was little time to write about what they had learned. Pupils' written work indicates patchy coverage of other faiths and pupils in the same class are often given the same work to do, regardless of their levels of ability.

67. However, talking to pupils shows a much wider awareness of the principal features of world religions than their written work suggests. Muslim pupils know a great deal about their own faith experiences and are encouraged to be sensitive to other religious beliefs. They know, for example, the main differences about the nature and significance of key figures within Christianity, Judaism and Islam. Pupils are encouraged to express and hold a diversity of opinions without undermining their cultural beliefs. However, much of pupils' learning is about key features of faiths, with limited attention to what can be learned from religion.

68. In the two lessons seen, the class teachers and the bilingual support staff placed a strong emphasis on relating the lessons to pupils' own knowledge and experiences. Christian and Muslim staff came across as very good role models, respecting each other's religious differences and celebrating similarities. This had a very positive impact and encouraged an open approach so that pupils and teachers could explore ideas together.

69. The coordinator does not have a sufficiently clear view of what is happening to draw up a plan for improvement and assessment procedures are underdeveloped.

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Effective use of resources helps to create and maintain pupils' interest in the subject
- Pupils are aware of the changes in their families' lives over time

Commentary

70. In the lessons observed pupils' understanding of the passing of time and developing a sense of the more distant past was achieved by good use of time lines. For example, year 6 pupils learned where to place Jesus Christ, Prophet Muhammad, the Ancient Egyptian civilization, the Roman invasion of Britain and several other significant events on a timeline they drew up after a good introductory lesson. Other resources such as photographs and artefacts are also used well to bring the subject alive.

71. Scrutiny of work and speaking to pupils indicates that there is adequate coverage of the subject. Year 2 and year 6 pupils were able to recall major areas of historical significance about which they have learned. Year 5 and 6 pupils who have been to Pakistan describe the differences between their own lives and the way their grandparents lived in the village without electricity and modern technology.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Lessons were seen in **art and design, music and physical education (PE)**. Provision for these subjects is **satisfactory** and some elements are good. It was not possible to see lessons in **design and technology (DT)**.

Main strengths and weaknesses

- There are good opportunities for pupils to work with a range of media
- Pupils have been involved in some exciting art projects through the EAZ
- Pupils enjoy singing and music making
- There are a good range of opportunities for participation in sports and games
- Lack of subject leadership has an impact on provision for music and PE

Commentary

72. There are good resources and facilities for the teaching of art and design. Pupils have opportunities to learn about different techniques and to explore the impact of a variety of media. In a year 3 lesson, pupils looked at the way artists create texture; the use of magnifying glasses helped with close observation before the pupils produced their own drawings. These were of a good standard. Close observation was also evident in the studies of pattern in leaves and fossils that resulted in good quality clay work. Pupils learn to make good use of colour, shape and tone. These qualities are evident in year 6 studies of body movements based on pictures taken with a digital camera. EAZ funding has provided good opportunities for pupils to work with artists in residence, designing and creating, for example, an impressive mural on the theme of journeys.

73. In music, pupils were only observed in two assemblies and a singing session for years 1 and 2. In addition planning was scrutinised. Teachers' planning indicates that pupils are receiving a broad and balanced curriculum. As a result, pupils show a very real enjoyment in and aptitude for music at all stages. They sing tunefully and play untuned instruments with discipline and enjoyment. The curriculum includes opportunities to play and learn about the music of many cultures. There is no coordinator in post at present and a recent fire has destroyed most of the musical resources. Despite this setback music still forms a vital part of the school's week. The lack of leadership in the subject, however, means that provision is fragmented and many opportunities are lost to build on the very real enthusiasm shown by pupils of all ages.

74. In physical education, the school has a good curriculum and all pupils have the opportunity to play a wide range of games including rounders, hockey, rugby, soccer and cricket. They develop gymnastic skills and become involved in dance, swimming and athletics. The lessons seen during the inspection indicated that teaching of the subject is at least satisfactory. Pupils in years 1 and 2 demonstrated skills appropriate to their age. However, the lack of settled leadership in this subject means that there is no one to develop what is potentially a strong area of the curriculum. This potential is indicated by the school's strengths, which include being four times cricket champions, and offering a good range of club activities and access to provision such as the local sports club for squash.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for personal, social and health education (PSHE) is sound. All the main areas of the curriculum are covered.

- In years 1 and 2 the provision is good
- Time for PSHE in years 3 to 6 is limited

75. In years 1 and 2 good use is made of circle time*. It is regularly timetabled, given due priority and also used well as an opportunity to practise speaking and listening skills. Pupils are often encouraged to share their experiences in a secure atmosphere and many are confident to offer their ideas. In years 3 to 6, although provision is satisfactory, PSHE lessons do not always occur on a regular basis. PSHE activities are often planned for at the end of the day where they can easily be squeezed out by other learning priorities. Consequently the impact on pupils' personal development is reduced.

* A time when pupils sit together in a circle and discuss issues and concerns.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	6
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

