

# INSPECTION REPORT

## HORTON PARK PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107292

Headteacher: Mrs S Dawson

Lead inspector: Mrs J Deans

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> September 2003

Inspection number: 256511

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:         | 5 – 11                             |
| Gender of pupils:            | Mixed                              |
| Number on roll;              | 223                                |
| School address:              | Dawnay Road<br>Bradford<br>BD5 9LQ |
| Telephone number:            | 01274 574544                       |
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| Appropriate authority:       | Governing Body                     |
| Name of chair of governors:  | Mr C Rouse                         |
| Date of previous inspection: | 22 <sup>nd</sup> June 1998         |

## CHARACTERISTICS OF THE SCHOOL

Horton Park Primary is a school that caters for pupils aged four to eleven years. There are 223 pupils on roll which is average for this kind of school. It is situated within a local authority owned housing estate where many families experience severe social and economic difficulties. At the time of the previous inspection in 1998 it catered only for pupils from four to nine years and since September 2000 has been subject to a period of significant disruption resulting from the local education authority (LEA) reorganisation of education.

The percentage of families eligible for free school meals (72 per cent) is well above the national average. About 45 per cent of pupils are from ethnic minority groups and for 37 per cent English is not their home language. This is a very high proportion in comparison with most schools. The percentage of pupils identified as having special educational needs (65 per cent) is well above average. About three per cent of pupils have a statement of special educational needs, which is above average. During the last year 21 pupils left the school and 31 were admitted, other than at the usual time.

Although there is no nursery at the school, almost all of the children attend a local nursery that has been designated a centre of early excellence. Nevertheless, attainment on entry to the school remains well below that expected of four year olds.

The school has been awarded Investors in People status.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |             |                | Subject responsibilities  |
|--------------------------------|-------------|----------------|---|
| 17919                          | J Deans     | Lead inspector | English as an additional language, English, music, religious education, special educational needs |
| 13459                          | E Mills     | Lay inspector  |   |
| 24895                          | K Hurt      | Team inspector | Foundation Stage curriculum, English, art and design, geography, history                          |
| 2277                           | K Valentine | Team inspector | Science, information and communication technology, design and technology                          |
| 3545                           | N Stewart   | Team Inspector | Mathematics, physical education   |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EFFECTIVENESS OF THE SCHOOL

**Although it is providing an acceptable standard of education and has a very caring ethos, this is a school with serious weaknesses.** Pupils make good progress from Reception to Year 3 and often do better than expected by the end of Year 2. This is the result of a well-planned curriculum and good teaching. Older pupils, however, do not make enough progress and standards at the end of Year 6 show a significant level of underachievement. Too much of the teaching is unsatisfactory and management does not identify weaknesses effectively enough to bring about speedy improvement. At present the value for money provided by the school is unsatisfactory

#### Main strengths and weaknesses

- Standards at the end of Year 6 are well below average and have declined since 2001.
- Teaching in Year 5 and Year 6 is unsatisfactory so that many pupils underachieve.
- The monitoring of curriculum provision, teaching and learning is not good enough to bring about necessary improvement.
- Teaching from the Reception class to Year 3 is consistently good and pupils achieve well.
- Pupils with special educational needs and those whose home language is not English do well throughout the school because of the number and quality of the support staff.
- The way pupils are cared for by all adults in the school encourages regular attendance, appropriate behaviour and racial harmony.
- Extra-curricular provision is very good.

#### Improvement since the last inspection

The issues identified in the last report of June 1998 are not applicable as the school was subject to a local reorganisation of education in September 2000. However, there is evidence that there has been a significant improvement in attendance and in punctuality over recent years. Provision in the Foundation Stage is now good. Standards in the national tests for seven year olds have improved at a higher rate than those nationally. More pupils now achieve the higher levels.

### STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools |      |      | similar schools |
|---|-------------|------|------|-----------------|
|   | 2000        | 2001 | 2002 | 2002            |
| English   | E*          | E    | E*   | E*              |
| Mathematics   | E*          | E    | E    | E               |
| Science   | E*          | E    | E    | D               |

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

*E\* - in the bottom 5% of all schools*

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

#### Achievement overall is unsatisfactory

Standards on entry to the Reception class are well below average and, in spite of making good progress during this year, most children are unlikely to attain the goals they are expected to reach by the beginning of Year 1. Pupils make similarly good progress in Year 1 and Year 2, so that by the end of Year 2 achievement is good, although standards remain below the national average in reading, writing and mathematics. By the end of Year 2 pupils do as well as those in similar schools. Pupils achieve well in Year 3 but progress from Year 4 to the end of Year 6 is unsatisfactory. This means that by the end of their time in school a significant number of pupils have not achieved as well as

they should. Standards are well below the average of all schools and also below those of similar schools in mathematics and science. Standards in English at the end of Year 6 are in the bottom five per cent of all schools nationally. Standards in information and communication technology (ICT) are below average at the end of Year 2 and well below average at the end of Year 6. Pupils achieve well in art and design, music, physical education and religious education. Pupils with special needs and those for whom English is not their home language do better than expected by the end of Year 2 and in line with expectations by the end of Year 6.

**Pupils' attitudes and behaviour are satisfactory. Spiritual, social, moral and cultural development is good.**

Pupils enjoy coming to school. The rates of attendance have improved significantly and are now satisfactory. Behaviour observed in lessons and about the school was mostly good although the number of exclusions is high. The school works very hard to help pupils to become responsible. Relationships are good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.**

**Teaching is unsatisfactory overall because there is too much unsatisfactory teaching in Year 5 and Year 6.** Teaching in the Reception class and in Years 1, 2 and 3 is consistently good and sometimes very good. Teachers give clear explanations, ask a good range of questions and plan interesting activities matched to the abilities of the pupils. The pupils, therefore, understand what they are learning, strive hard to do well and usually enjoy the lessons. Teaching in Years 5 and 6 is unsatisfactory. Teachers sometimes do not have a good enough understanding of what they are teaching and so explanations are unclear and insufficient guidance is given. The pupils then lose interest in the lesson and progress is limited

The school provides a satisfactory curriculum with good provision for the Foundation Stage and for the Arts. The present provision for ICT does not fully meet the requirements of the National Curriculum. There is a very good range of extra-curricular activity that encourages pupils to enjoy school and also enhances the learning in class. The school cares for the pupils very well and support for their personal development is very good. The commitment and skills of all adults responsible for the care of the pupils ensure that individual personal needs are met. The school works well with parents and with the community. Especially effective is the work of the parental liaison officer that has helped to bring about improved attendance and punctuality as well as to encourage a positive attitude to school and learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall with some weaknesses.** The headteacher shows a strong commitment to the school and has been very successful in maintaining its caring ethos during a period of significant change. The way in which management seeks to evaluate the work of the school is not rigorous enough to bring about necessary improvement in pupils' achievement. Governors are very active in their support for the school community but are not clear about what needs to be done to raise standards.

## **PARENTS' AND PUPIL'S VIEWS OF THE SCHOOL**

Parents are mostly happy with the school and have a high regard for the headteacher and staff. They think that their children are very well cared for. A few parents expressed concerns about poor behaviour and bullying. The inspection team found that instances of bullying are dealt with quickly and effectively. However, the unsatisfactory behaviour of a few older boys occasionally disturbed the learning of other pupils. Most pupils enjoy school and think that the adults help them to do well. They especially enjoy physical education and after-school clubs.





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

### **The most important things the school now needs to do are:**

- Formulate and implement effective action plans to raise standards in English, mathematics and science by the end of Year 6.
- Eliminate unsatisfactory teaching in Year 5 and Year 6, by improving teachers' knowledge and expertise and by continuing to seek to recruit and retain good teachers.
- Establish rigorous monitoring procedures and a system of self-evaluation that effectively involve governors and that secure improvement.
- Raise standards in ICT and increase its use in all subjects.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Children's achievement in the Foundation Stage is good. In Years 1, 2 and 3 it is good; from Year 4 to the end of Year 6 it is unsatisfactory. Most pupils attain well below the level expected for their age, especially in English, mathematics, science and ICT. Boys do better than girls, except in English.

#### Main strengths and weaknesses

- Standards in art and design are good.
- Pupils achieve well in art and design, music, physical education and religious education. They also achieve well in personal, social and health education and citizenship.
- Pupils make good progress from joining the Reception class to the end of Year 3.
- Standards in the core subjects of English, mathematics and science are well below average at the end of Year 6 and have declined since 2001.
- Standards in ICT are well below average by the end of Year 6.
- Pupils' progress from Year 4 to the end of Year 6 is unsatisfactory.
- Children in the Reception class have well below average speaking and listening skills but they achieve well in all areas of learning.

#### Commentary

1. Attainment of children on entry to the Reception class is well below what is expected of four year olds. The children achieve well during this first year but they are unlikely to reach the goals set for their age in any of the areas of learning by the time they move to Year 1. By the end of Year 2 the well-planned curriculum and good teaching in the Reception class and in Year 1 and Year 2 lead to good progress and achievement even though standards remain below the national average.

#### **Standards in national tests at the end of Year 2 – average point scores in 2002**

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading       | 14.0 (14.4)    | 15.8 (15.7)      |
| Writing       | 13.3 (13.6)    | 14.4 (14.3)      |
| Mathematics   | 14.0 (15.1)    | 16.5 (16.2)      |

*There were 31 pupils in the year group. Figures in brackets are for the previous year*

2. Results in the 2002 national tests for seven year olds were well below average in reading, writing and mathematics. However, standards in reading and writing were above the average of schools with a similar number of pupils entitled to free school meals, and standards in mathematics were just below average. Boys performed slightly better than girls in the tests in all three subjects. Standards attained in the tests for seven year olds have been gradually improving over recent years and are in line with the improvement of other schools in reading and mathematics. Results in writing have improved by a greater extent than those of other schools. The 2003 results show a slight fall in the percentage of pupils reaching the expected level but an increase in the number reaching the higher levels. Inspection findings show that standards in the current Year 2 are below average in all subjects but better than might be expected given the low attainment on entry and, therefore, represent good achievement.

**Standards in national tests at the end of Year 6 – average point scores in 2002**

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 22.7 (23.9)    | 27.0 (27.0)      |
| Mathematics   | 24.2 (24.8)    | 26.7 (26.6)      |
| Science       | 26.6 (25.8)    | 28.3 (28.3)      |

*There were 32 pupils in the year group. Figures in brackets are for the previous year*

3. In the 2002 national tests, standards at the end of Year 6 were well below the national average in mathematics and in science, and in the lowest five per cent of all schools in English. This was a fall from the previous year and the 2003 results show a further decline in mathematics and science. When compared with similar schools, standards in 2002 were in the lowest five per cent of all schools in English, well below average in mathematics and below average in science. This comparison will inevitably be more marked this year. The work seen during the inspection confirms these standards. With the exception of English, girls perform less well than boys in tests at the end of Year 6.
4. Good progress is maintained in Year 3 and, to a lesser extent, in Year 4 but the progress of pupils in their last two years at the school is unsatisfactory. This results from a high level of staff turnover since the reorganisation in 2000 and teaching that shows a lack of appropriate expertise across the range of the primary curriculum. There is inadequate monitoring of teaching and learning and of the provision for pupils in Years 5 and 6. These pupils are, therefore, losing interest in much of the learning and not achieving at the levels that their work in earlier years suggests they are capable of.
5. There is no significant difference between the standards attained in the national tests by different ethnic groups. However, pupils whose home language is not English do better than expected by the end of Year 2 and in line with expectations at the end of Year 6. This reflects the findings of the LEA School Profile, a detailed analysis of assessment information, that show that pupils from minority ethnic groups in this school have historically done as well or better than the same groups in other schools.
6. The school has identified that, contrary to the national picture, boys are attaining better standards than girls in most respects. In an effort to improve girls' confidence and self-esteem, some single sex teaching is taking place in English and in physical education. Girls achieve well in these lessons.
7. Pupils with special educational needs achieve well to the end of Year 2 and continue to make satisfactory progress to the end of Year 6 so that, by the end of their time in school, these pupils do as well as is expected of them. This is because teachers plan work to match specific needs and there is a good level of skilled adult support. Pupils for whom English is not their home language make progress in line with that of other pupils. They benefit from good support, both in English and in their home language, that enables them to take an equal part in lessons and to achieve well in the Reception class and in Years 1,2 and 3 and at satisfactory levels in Years 4, 5 and 6. Standards in ICT are below average at the end of Year 2 and well below average at the end of Year 6. Few examples of the use of ICT in other subjects were seen.
8. Standards in religious education are in line with those expected of the locally agreed syllabus and above what might be expected given the well below average listening, speaking and writing skills. Pupils make good progress in music and physical education and achieve standards that are in line with national expectations. Similar progress in art and design results in some work that is of a good standard. This is the result of good teaching and good subject management in these areas.

## Pupils' attitudes, values and other personal qualities

Pupils enjoy coming to school and attendance rates are satisfactory. Overall, behaviour is satisfactory. In class and at playtimes it is good but the number of exclusions is very high. The school works very hard to help pupils to become responsible. Relationships in school are good.

### Main strengths and weaknesses

- Rates of attendance have improved substantially in the last few years and are now close to those achieved nationally.
- Most pupils respond well to the school's extensive efforts to encourage appropriate behaviour and as a result pupils are happy and secure.
- The behaviour of a few pupils, mainly older boys, is occasionally unsatisfactory and sometimes distracts others from their learning.
- Relationships throughout the school are good. Pupils of all ages and ethnic backgrounds get on well with each other, working and socialising well together.
- Staff provide pupils with clear guidelines about living in a community and work well to ensure that pupils have respect for each other and are able to distinguish right from wrong.
- Strategies to maintain discipline in the school have resulted in a high number of fixed-term exclusions.
- On occasions the high number of adults in lessons limits the independence of pupils and they are sometimes too reliant on support.

### Commentary

9. The school has made significant improvements in its efforts to ensure that pupils attend regularly and promptly, enlisting the support of parents and working hard to establish good rates of attendance, which are now close to those achieved nationally.

#### **Attendance in the latest complete reporting year 2001/02 (%)**

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 4.4 | School data          | 2.0 |
| National data      | 5.4 | National data        | 0.5 |

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

10. Parents feel that their children enjoy coming to school, a view which is endorsed by the pupils themselves, and think that most of them behave well and sensibly. The school has good measures in place to deal with the challenging behaviour that sometimes occurs and, although some parents have concerns about the conduct of pupils, the measures taken by the school are largely successful and pupils are taught in an orderly environment. A number of pupils have behavioural difficulties and the numerous strategies used to maintain a calm and ordered environment include support groups where pupils are helped to adapt to social situations. Many activities are provided at break and lunchtimes, ensuring that pupils' interest is maintained. These activities are supervised by teaching and support staff who work well to develop pupils' social skills and encourage positive moral values. The number of pupils excluded from the school is high although most of these pupils were excluded only once and for a very short time.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

| Categories used in the Annual School Census         | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British                                     | 133                  | 19                                |                                |
| White – any other White background                  | 7                    |                                   |                                |
| Mixed – White and Black Caribbean                   | 3                    |                                   |                                |
| Mixed – White and Asian                             | 7                    | 2                                 |                                |
| Mixed – any other mixed background                  | 1                    |                                   |                                |
| Asian or Asian British – Pakistani                  | 58                   | 4                                 |                                |
| Asian or Asian British – Bangladeshi                | 1                    |                                   |                                |
| Asian or Asian British – any other Asian background | 4                    |                                   |                                |
| Black or Black British – Caribbean                  | 2                    |                                   |                                |
| Any other ethnic group                              | 3                    |                                   |                                |
| No ethnic group recorded                            | 4                    |                                   |                                |

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

11. In most lessons, pupils have good attitudes to their work and listen well to their teachers and to each other. Even the youngest pupils work well together and appear secure and happy. Pupils contribute well to discussions and work together effectively in pairs or groups. Only where teaching is less than satisfactory do the behaviour and attitudes of pupils, mainly older boys, fall short of that expected. The high level of adult support which is so effective in most lessons has a less positive effect when pupils rely too heavily on it and do not have the confidence to make choices about their learning.
12. Relationships in school are good. Staff genuinely care about pupils, treat them with respect and expect the same in return. Pupils of different ages, gender and ethnic backgrounds work together in class and socialise at break and lunchtimes with few problems. Some older pupils hold positions of responsibility and carry them out effectively.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory standard of education for its pupils overall, although there are serious weaknesses, especially in teaching. The provision made for pupils' care and welfare is particularly effective

### Teaching and learning

Teaching and learning are unsatisfactory overall, although good from the Reception class to Year 3. Pupils' work is marked and assessed regularly but the information gained is not used well enough to ensure that all pupils make the best progress they can.

## Main strengths and weaknesses

- Teaching in the Reception class is consistently good and provides a positive start to school life.
- Teaching in Years 1, 2 and 3 is consistently good and sometimes very good so that most pupils become enthusiastic learners.
- The number of skilled classroom assistants makes a very positive contribution to learning.
- Teachers provide well for pupils with special educational needs, planning work that is well matched to individual need.
- There is a high proportion of unsatisfactory teaching in Year 5 and Year 6 that leads to pupils' underachievement.
- Teachers, especially in Years 4, 5 and 6, do not use assessment information well enough to adapt work for different groups, especially the most able.
- The subject knowledge of teachers in Years 4, 5 and 6 is not good enough in mathematics. Expertise across the primary curriculum requires improvement in Years 5 and 6.
- The behaviour of a small number of boys in Years 5 and 6 occasionally disrupts learning. When this occurs behaviour is not well managed.
- Some pupils throughout the school show less independence in learning than is expected for their age and do not sustain concentration without adult support.

## Commentary

### *Summary of teaching observed during the inspection in 42 lessons*

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor   | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0         | 12 (29%)  | 15 (36%) | 10 (24%)     | 3 (7%)         | 2 (5%) | 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.*

13. In the Reception class, and in Years 1, 2 and 3, where teaching observed was consistently good and where some very good lessons were seen, the pupils are eager to learn, they make good progress and they often do better than expected in relation to their attainment on entry to school. However, the extent of the unsatisfactory teaching for the older pupils, especially in Year 5 and Year 6, leads to a lack of interest in learning and an unacceptably high level of underachievement.
14. Where teaching is good, and this is more marked with the younger pupils from the Reception class to Year 3, teachers give very clear explanations about what they want the pupils to learn. They plan suitable activities to make sure that all pupils in the class have the opportunity to do well. Resources and tasks are carefully chosen so that the pupils' interest is captured; they enjoy the lesson and strive to succeed. This was particularly so in a Year 1 physical education lesson where the pupils stretched and curled with good control as the teacher slowly blew up a balloon and then gradually let the air escape.
15. The teamwork between teachers and classroom assistants is very good and ensures that all pupils are included in the lesson. In most classes teachers use a good range of questions that encourage pupils' speaking and listening skills. Classroom assistants notice those who are reluctant to respond and quietly and sensitively make sure that they understand the question and have an opportunity to contribute. When working with small groups the assistants' good understanding of individual needs and of the subject means that pupils working with them often do better than expected in relation to their ability. However, too many pupils find it difficult to concentrate on their work when the adult moves away and this lack of independence means that progress is slowed.

16. In Years 5 and 6, where there have been a considerable number of teaching staff changes since reorganisation, teachers' unsatisfactory subject knowledge in mathematics and limited expertise across the whole primary curriculum occasionally results in unclear and rushed explanations and tasks that do not properly match the abilities of the pupils. This leads to inattentiveness, poor behaviour and pupils not doing as well as they could. For example, in a mathematics lesson, two boys working with the teacher in a small group used an incorrect operation and therefore produced a completely wrong answer. This went unchecked, with the result that they made no progress.
17. Few teachers, but especially in Years 5 and 6, provide sufficiently challenging tasks for the most able pupils who, therefore, are not given opportunities to attain at the highest levels. An exception to this was a Year 4 literacy lesson where the teacher's very good expertise provided a level of explanation and questioning that made pupils of all abilities respond far more thoughtfully. As the teacher read aloud the poem 'My Grandpa' he also acted the part. This was done so well that, not only did the pupils thoroughly enjoy hearing the poem, they also arrived at a very good understanding of how the poet used comparisons to give a vivid picture of appearance and behaviour. Subsequent writing, although of a low standard in terms of spelling and punctuation, showed that, when the teacher enabled them to become engrossed in the lesson as happened here, then pupils could write such imaginative descriptions as 'My Grandpa's face is like a crinkled brown paper bag' and 'My Granny is as delightful as chocolate'.
18. Teachers know the pupils well and keep accurate records of attainment. However, this information is not used well enough to plan for individual improvement and to monitor progress, especially of the most able pupils. All adults working with the pupils in class praise effort and good work in such a way that most pupils are developing confidence and self-esteem. There were few examples, however, of teachers responding to pupils' work, either through discussion or marking, in a way that helps them to achieve at a higher level.

## **The curriculum**

Curricular provision is satisfactory. There is a very good range of opportunities that extend beyond the school day.

### **Main strengths and weaknesses**

- The curriculum largely meets the needs of all pupils. However, the school does not make satisfactory provision for ICT and design and technology.
- The curriculum provides pupils with equal opportunities to learn and pupils with special needs are well provided for.
- The Foundation Stage curriculum is good.
- Good provision is made for personal, social and health education and citizenship, art and design, music and physical education.
- Extra-curricular provision is very good.
- Overall staffing is good and the match of the support staff to the curriculum is very good.
- The school accommodation and resources are satisfactory.

### **Commentary**

19. The curriculum is broad and provides for all subjects of the National Curriculum. However, there is a lack of balance through an inadequate provision for ICT and design and technology. The Foundation Stage curriculum provides for a very wide range of experiences and activities that support the children's good progress; it is a strength of the school. Curriculum strengths are also found in art and design, music and physical education. The curriculum for religious education meets the requirements of the syllabus taught in Bradford schools.



20. The ICT curriculum has been severely hampered by resource problems, which were not resolved until the summer of 2003. These problems, and associated lack of scope in the teaching provided, have resulted in the school's provision for ICT not fully meeting requirements of the National Curriculum towards the end of Year 6. The school has recently taken action to improve the curriculum and, if current plans are fully implemented, the school's arrangements for the subject will be satisfactory. The school's curriculum for design and technology is also unsatisfactory. The scope of work provided lacks balance and does not provide sufficiently for problem-solving and construction.
21. The school makes good provision for pupils' personal development through the personal, social and health education and citizenship programme. The curriculum offered to pupils with special educational needs is good, and greatly enhanced by the very good quality of intervention by support staff. The progress made by these pupils benefits from the good quality of planning and careful assessment of their needs. Arrangements for in-class support and also the provision made in the learning support group contribute to a good curriculum. The curriculum for pupils whose home language is not English is similarly good. Support staff make sure that explanations are given in the home language where necessary so that pupils are always fully included in activities.
22. The extra-curricular provision made by the school is very good. There is a wide range of activities on offer to pupils. These activities are very appropriate in the light of the challenging social circumstances of many. For example, a breakfast club allows for good quality of social interaction, and help is offered to pupils who wish to spend time completing their homework.
23. The school is well staffed and many adults are available to support pupils in their lessons. Particularly effective is the close working practice between teachers and other staff. This allows targeted support to be made available for individual pupils or groups of pupils requiring additional help. The arrangements contribute much towards good quality of access and opportunity for all pupils.

### **Care, guidance and support**

The school has very good procedures in place to ensure pupils' care, welfare, health and safety. Pupils have access to very good personal support and the commitment and skills of the adults responsible for their care ensure that their personal needs are met. The use of the information gained from assessment to track the academic progress of pupils is not consistent throughout the school. The school's arrangements for seeking and acting upon the views of pupils are satisfactory.

### **Main strengths and weaknesses**

- Staff in the school are extremely vigilant and see the care of pupils as a priority. They know pupils very well and are aware of their personal circumstances and individual needs.
- The high number of support staff, along with their expertise and commitment, ensures that all pupils have access to help from adults.
- Pastoral care is further enhanced by the involvement of learning mentors and the parental involvement officer.
- Systems to track academic progress are at an early stage and are not yet used consistently throughout the school.
- Support for pupils extends to provision outside the school day in the breakfast club.

### **Commentary**

24. The school provides a high quality of care and support of pupils. Health and safety requirements are fully met and procedures for child protection are secure. Pupils are well supervised in school and in the playground and there are few accidents.

25. On their entry to school children in Reception are helped to settle well and parents agree that the school has good arrangements for induction to school. Even before the school day begins, a breakfast club provides those pupils who attend with a good nutritional start to the day. A classroom assistant is available to provide help with any unfinished homework and with extra tuition. This very good support continues throughout the day. The high number and quality of trained and skilled support staff, added to the care and concern shown by teaching staff and the headteacher, ensure that the welfare and safety of pupils are a priority. The parental involvement officer and the learning mentors play an important part in this area by supporting pupils not only in issues arising in school but also with family and community problems which may impact on pupils' well-being. They work very well to try to overcome any barriers to pupils' learning, whether educational or personal. One example of the very good personal support offered to pupils is the provision of spare spectacles, kept in school, to ensure that they are always available.
26. Although the school has systems in place to track the academic progress of pupils, these are in the early stages of development and are not yet used well throughout the school to help pupils to understand what they need to do to improve their work.
27. The school acknowledges that pupils' views are important and the reintroduction of a school council will shortly give pupils a forum in which to express their views and to make suggestions.

### **Partnership with parents, other schools and the community**

The school works well with parents, listens to their views and keeps them well informed about how their children are doing. Although parents are supportive of the school, the involvement of many of them in their children's education is limited. Links with the community and with the local nursery school are good.

### **Main strengths and weaknesses**

- The school successfully employs a member of staff specifically to liaise with parents and to improve parents' involvement in their children's education.
- Parents are supportive of the school and their views are positive in most aspects of the school's work.
- Learning mentors are instrumental in the school's partnership with parents.
- The school is a focal point in the community, is involved in a community action forum and liaises well with the local nursery school.
- Bilingual staff ensure that parents with little English are well informed.
- The school's efforts to involve parents in pupils' learning are not always met with success.

### **Commentary**

28. Since reorganisation the school has made substantial improvements in the partnership with parents. Staff take great care to ensure that all parents have access to information about the school and about the progress of pupils. Information is clear and well presented. Bilingual staff are available to translate information for parents who have little English and the Refugee Group provides additional support when it is required. Parents are happy with the level of information provided and feel that staff are available and approachable if they have any concerns.
29. A member of staff is employed specifically to increase and improve the school's partnership with parents. This parental involvement officer is respected by parents and provides valuable support for families in educational, personal and community matters. Courses for parents, including First Aid and Basic Skills, are provided and are well attended. Many parents attend the governors' annual meeting and their views are sought and recorded at these meetings.

30. Despite the extensive efforts to involve parents in the education of their children, the response of some parents is limited although they remain supportive of the school. Most parents have, however, been co-operative in the school's efforts to ensure that pupils attend school regularly and arrive promptly.
31. The headteacher is well respected by parents and members of the community. She has succeeded in making the school a focal point in the area by involvement in 'Canterbury Action Together', a community action forum. The school provides premises for the summer playscheme for local children and ICT support for the local Activities and Recreation Centre. Community groups are currently working with the school to create a supervised play area, which will be based in the school grounds.
32. There is good liaison with the local Early Excellence Centre, from which most pupils transfer. The headteachers of both schools work closely together and other key members of staff share information and good practice. This ensures that the transition from nursery to Reception is smooth, that children settle well and that the support for families is continued.

## **LEADERSHIP AND MANAGEMENT**

Overall, leadership and management of the school are satisfactory; management of key aspects of the school is unsatisfactory. The overall quality of governance is satisfactory.

### **Main strengths and weaknesses**

- The governors and headteacher actively promote an inclusive school where there is racial harmony.
- There is effective deployment of and contribution from support staff.
- The school is successful in accessing external funding to enrich curriculum opportunities.
- The governing body provides active support for pastoral and community developments.
- There is good leadership in the Foundation Stage.
- Self-evaluation systems are not rigorous enough to bring about necessary improvements.
- The monitoring and evaluation of teaching in Years 5 and 6, and taking effective action to improve it, are unsatisfactory.
- There is no effective deputy headteacher and this weakens the capacity of senior management to drive forward improvements.
- The governing body is not effective enough in monitoring and challenging the academic performance of the school.
- The leadership and management of literacy are unsatisfactory.

### **Commentary**

33. The governing body meets its statutory duties and has worked hard to help create a school where all pupils are included in all the opportunities offered. The governors are very supportive of the headteacher, and strongly committed to promoting pastoral developments and addressing social issues. The chair of governors is a regular visitor to the school and has a good knowledge of the needs of the community. Governors are, however, not effective in challenging senior managers and staff and holding them to account for the performance of the school. They are not clear about what needs to be done to raise standards and how they can contribute more effectively to the monitoring and evaluation of the school.
34. The headteacher has worked hard and effectively over a number of years to involve parents and the community more fully in the life of the school. She is well respected for her efforts to improve educational provision in terms of extra staffing and better facilities through successful bidding for additional funding. She has maintained many of the good qualities of the former first school and, indeed, strengthened provision for very young children when they first enter the school. However, the management of the staffing issues linked to reorganisation has not been

successful as standards of attainment are too low and the quality of teaching of older pupils is unsatisfactory.

35. There is no substantive, effective deputy headteacher and this has weakened the capacity to manage improvements. Monitoring of performance and actions taken to raise standards of older pupils are both unsatisfactory. The school's systems for carrying out self-evaluation are not sufficiently rigorous or challenging. Although the school improvement plan rightly emphasises the raising of attainment across all subjects, improvements in the core subjects of English, mathematics and science are not being made. Indeed, the leadership and management of literacy are unsatisfactory.
36. However, the recently appointed senior teacher brings important strengths to the senior management team in the key areas of mathematics and assessment. Further, the skills and commitment of a large number of support staff, who are well deployed across the school, add significantly to the capacity to secure improvement.

## Financial information

### *Financial information for the year April 2002 to March 2003*

| Income and expenditure (£) |          | Balances (£)                        |          |
|----------------------------|----------|-------------------------------------|----------|
| Total income               | 772,906  | Balance from previous year          | - 26,811 |
| Total expenditure          | 764,849  | Balance carried forward to the next | - 18,754 |
| Expenditure per pupil      | 3,476.59 |                                     |          |

Financial management is good. The headteacher and governing body have managed the budget difficulties they were faced with at the beginning of the financial year well. The deficit budget they have set should lead to a small surplus in the following year. The school benefits from a range of additional funding, that is used well. Best value principles are being applied well to secure the efficient use of resources.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

**The provision for children in the Foundation Stage is good in all areas of learning.**

#### **Main strengths and weaknesses in all areas of learning**

- Good teaching across all the areas of learning helps children achieve well.
- The leadership and management are good.
- There is good provision for children with special educational needs.

#### **Commentary**

37. There have been significant improvements in the provision and teaching in the Reception class over recent years. The teacher and nursery nurse are enthusiastic and ambitious for the children. They work very effectively as a team in planning, supporting and organising activities. Regular observations mean that the adults know what skills children already have. Good planning provides a wide range of interesting activities that helps them take their next steps. There are enough suitable resources to help young children learn. There are good links with the nearby nursery, which is a centre of excellence. Shared planning and good liaison with nursery staff prior to children starting school successfully smooth their transfer. There is a strong emphasis on encouraging parents to be involved through home visits, meetings and pre visits. However, these opportunities are not always taken up as well as they might be.
38. There were only ten children in the class during the inspection, with a larger group to be admitted in the spring term. Most of the children coming into the school have skills that are well below the expected levels for their age. The adults know their children and support them well, particularly those with special educational needs or those learning to speak English. The majority of the teaching seen was good with some very good features, so that children get off to a good start in the Reception class. In spite of this good achievement, they are unlikely to attain the goals set for their age in any of the areas of learning by the time they move into the Year 1 class. Standards by the end of the Reception year are likely to be well below the expected levels in all the areas of learning except for physical development, which is just below.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

#### **Commentary**

39. Very good teaching in this area means that children achieve well although standards by the end of the Reception year remain well below average. Children show excitement and enjoyment in their activities and play happily together. The adults provide a good boost for this because they join in enthusiastically with activities and encourage children to think of others. "We care for each other, don't we?" said one boy as he played with the nursery nurse in the café. The discussion that followed reinforced positive attitudes towards caring and sharing. Children sensibly and efficiently organise the drinks and fruit at snack times because the adults show them what to do and encourage them to take responsibility for jobs in the classroom. Their behaviour is very good. The adults provide a good example in their own relationships and make sure that children understand how to behave. When the teacher says, "I like the way ... is ready to start", others want to behave well too. A discussion about personal safety helped children understand the dangers of going out alone. Children concentrate well for short spells, particularly when working with an adult. However, they find it hard to persist with activities when adults are not there. Their independence and concentration in sustaining their own activities are weak.

## **COMMUNICATION, LANGUAGE AND LITERACY**

### **Commentary**

40. Children come into the Reception class with very limited skills in speech and language. Over a third of the children have already been identified with special educational needs because their vocabulary is limited and their speech indistinct. Both adults work tirelessly in boosting these skills. In a story session all the children wanted to speak about the 'Splish, Splash, Splosh' story because the teacher effectively used questions as prompts, and praised and encouraged them when they spoke. The nursery nurse drew another child into the discussion with a timely prompt so that he told everyone about how they had unblocked the drain when playing outside. Children listen carefully to stories and remember the main points. They handle books sensibly, but their own reading skills are limited. However, homework tasks mean that some children achieve well, particularly where parents work with their child at home. This helped one boy so that he proudly read all his list of basic words when he came into school. 'Early morning activities', in which adults are invited to support their children, encourage children to practise writing their names and to learn letter sounds. There are good opportunities for children to develop their writing skills through play activities, such as taking orders in the café. Later, when a surprise letter arrives from Goldilocks for the class, they 'write' their own letters, sometimes with recognisable letters. However, in spite of good teaching, few are likely to reach the goals in this area, and limited speech and language skills hamper them when they try to describe and explain in other areas of their learning. Children achieve well in relation to their ability on entry but standards are likely to remain well below what is expected of children at the end of the Reception year.

## **MATHEMATICAL DEVELOPMENT**

### **Commentary**

41. Children achieve well in their mathematical development because planning and teaching are good. The adults take every opportunity to encourage children to count and recognise numbers. A washing line outdoors encourages children to count to ten as they peg the number cards in order. Class monitors collect ten milk cartons and apples for snack time. Number songs like 'Five little Speckled Frogs' boost skills further. Children count to three and sometimes beyond, but they sometimes find it hard to pick out the numbers when they see them. For instance, they place numbers in the wrong order or upside down on the washing line. The adults observe carefully what children can and cannot do, adapting their plans for activities in the light of this information. Capacity work in the water tray is a good example. The teacher noticed that children struggled to explain how full their containers were as they poured water in so she organised an activity where children filled containers with coloured water. She talked to them as they worked so that most understood when the container was full, half full or empty. Adults are well aware that some of the children learn slowly, and provide plenty of opportunities for repetition. For example, later the nursery nurse encouraged them to talk about 'half' as they cut and prepared the apples to eat. More could be done to adapt the activities for the wide spread of abilities in the class. More able children occasionally spend too long on the same tasks when they could sometimes move on sooner. Few are on course to reach the goals in their mathematical development and standards are likely to be well below those expected for children at the end of the Reception year.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

### **Commentary**

42. Good teaching provides a range of interesting first hand experiences that successfully extend children's knowledge of their local area and enable them to achieve well. Walks along Canterbury Road and visits to local shops such as the Netto store raise their awareness of the

buildings, roads and other features in their environment. They begin to think about the features they like, such as flowers, and those, such as litter, that spoil the area. They draw simple maps, making marks to show where the park and other features are. When working with computers they handle the mouse with growing confidence when drawing pictures of themselves. In their knowledge and understanding they are close to attaining the goals expected for their age, but their ability to explain what they know holds many back and so standards are below average when children transfer to Year 1.

## **PHYSICAL DEVELOPMENT**

### **Commentary**

43. Provision in this area is good. There is a range of wheeled toys, and equipment for climbing in the outdoor play area is appropriate. This area is still in need of improvement because it is not as stimulating as it might be. The school has this as a priority and developments are planned. The adults make good use of the resources they have so that children develop greater control in their movements. Children benefit from sessions after school with the learning mentor where opportunities to use balls and other small equipment boost their physical development. Teaching is good overall. In one very good lesson, children enjoyed negotiating a set of obstacles in the play area. They made good progress because both adults emphasised the key language, repeating it often so that children enjoyed moving 'in and out' of tyres, 'up and down' the climbing frame, 'through' the tunnel and 'around' the cones. They benefited from close support that helped most children develop sound control of their movements. They are unlikely to reach the goals in this area because their finer movements and control of tools like pencils are not so well developed. The children achieve well but standards are still likely to be below average by the time they transfer to Year 1.

## **CREATIVE DEVELOPMENT**

### **Commentary**

44. The teaching in this area is good, as are children's achievements. The adults make a significant contribution to children's good achievement through their enthusiastic participation in creative activities. They offer good examples of playing in role, singing and music making enthusiastically, so that children are encouraged to join in. This makes a real difference to the way in which children approach activities. In the café, children played together, taking orders and collecting food when the nursery nurse played with them. When she left, they lost interest and moved to another activity. With encouragement, they sing and accompany their songs with triangles, bells and tambourines, trying hard to maintain the rhythm. In one such session, there was effective celebration of the different ethnic backgrounds represented in the class. Both adults and a child sang 'Twinkle, Twinkle, Little Star' in Punjabi, which others clearly enjoyed. The adults intervene sensitively, showing children how to hold the instruments correctly. However, when adults are not present in such activities, children find it hard to be imaginative and develop their play independently. This slows their progress towards the goals in their creative development and standards at the end of the Reception year are likely to be well below average.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

**The provision for English is satisfactory.**

#### **Main strengths and weaknesses**

- Pupils achieve well in Years 1 to 4 because teaching is good.
- Standards in Year 2 are improving but are below average.
- Classroom support staff provide good support for the less able and for those learning to speak English.
- Standards are well below average in Year 6.
- Pupils' achievements are unsatisfactory overall by the time they leave the school because there is unsatisfactory teaching in Years 5 and 6.
- Leadership and management are unsatisfactory.

#### **Commentary**

45. Pupils enter the school with standards that are well below those expected for children at the end of the Foundation Stage, particularly in speech and language. By the end of Year 2, standards are below expected levels in reading, writing, speaking and listening. Recent test results show an improving picture, with standards closer to the national average than they have been in recent years. This represents good achievement in Years 1 and 2, reflecting the good teaching found during the inspection. Standards in Year 6 have fallen each year since the school's change of status to a primary school. The most recent test results show a significant fall and very low standards. Standards in the present Year 6 are well below the expected levels in all aspects of English. Good teaching is boosting pupils' achievements in Years 3 and 4. This is not sustained in Years 5 and 6 where unsatisfactory teaching means that pupils mark time.
46. The weakness in pupils' speaking and listening skills holds them back in their English work and their progress in other subjects. The school has rightly identified this as a priority and is taking action to improve pupils' skills. The use of paired discussions is one promising development. Pupils in Year 3 suggested a long list of words including 'replied', 'yelled', and 'supposed' as alternatives to 'said' when writing dialogue, following a short discussion with their 'talking partner'. Their vocabularies are often very limited. This improves steadily because teachers take time to check that pupils understand the new words they meet in lessons and they provide lots of repetition so that pupils begin to use them too. The teacher in Year 2 used drama effectively when pupils found it hard to understand what a verb is. She encouraged pupils to talk about the story they read, listening patiently as they tried to tell others their ideas. Some of the best examples of extended speaking were found in this lesson. However, here and throughout the school, pupils usually speak briefly, often giving one-word answers to questions. They find it hard to give clear and full explanations. Some teachers do not use supplementary questions well enough to challenge pupils to become more articulate and detailed in their speaking. In Year 6, girls sometimes prefer a passive role in lessons, and they do not do as well as boys. The school has established a successful booster group to deal with this. In a lesson where this group of girls was writing poetry, the adults' encouragement meant that they were willing and eager to speak, suggesting 'crystal water', 'gurgling' and other vibrant words to describe a waterfall.
47. Pupils in Year 2 sometimes read a simple text competently, though they often rely on adults or picture clues when faced with new words. Although there is good attention to learning letter sounds in literacy lessons, they find it hard to use these to attempt to read new and unknown words. Pupils in Years 3 and 4 read more accurately and confidently. However, they sometimes do not read carefully enough and their comprehension skills are weak. A good example of this was when more able pupils in Year 3 misunderstood the instructions and



completed their worksheet incorrectly. Teachers provide good examples of reading and choose texts that pupils enjoy. 'My Sparrow Gran' prompted a good discussion with a supply teacher in Year 6 where pupils successfully identified features of 'gran's' personality. They pointed out phrases in the text that supported their views that gran was lively and fast on her feet. However, pupils do not generally make enough use of contextual clues, so that their reading is sometimes hesitant. Their understanding of what they read is weak. Teachers and adult helpers work hard with questions and encouragement before pupils begin to understand the underlying meanings in the text.

48. There is good support for pupils with special educational needs and those new to the English language. The school has a very good team of support staff who are clear about their roles and whose work is well focused on what their pupils are to learn. In one lesson in Year 6, the infectious enthusiasm, challenge and insistence on hard work from one support assistant meant that a small group of less able boys produced some effective poetry. When they struggled to express themselves in English, he spoke to them in Punjabi so that they created vivid phrases such as 'eyes that light up the room'. In the discussion that followed these pupils spoke confidently, showing pride in their achievements. Occasionally, the noise of one group can distract pupils working with another adult.
49. The school has made some progress towards improving the teaching of writing so that standards in writing are improving over time in Year 2 where good teaching ensures that pupils achieve well in national tests when compared with schools in a similar setting. There are good opportunities to write for a wide range of purposes and pupils' work is displayed attractively, for instance in an anthology of pupils' poetry. In Year 6, pupils' writing is usually carefully structured and sometimes extended. However, too often it is marred by careless mistakes in spelling and punctuation. Although there are regular handwriting sessions, pupils do not develop and use a neat, cursive handwriting style. They often write factually, without imaginative use of vocabulary and phrasing. The best teaching in Key Stage 2 was seen in Years 3 and 4 where pupils made good progress in writing. The use of interesting photographs led to imaginative writing of speech bubbles in a good lesson in Year 3. Very good teaching was seen in Year 4 where the teacher's use of questioning and lively role-play resulted in the good use of similes as pupils wrote 'My Grandpa' poems. Although pupils usually enjoy their lessons and behave well, they do lose interest and concentration when introductions go on too long. This was a feature of the unsatisfactory teaching in an extended writing session in Year 5 where pupils made too little progress because they had too little time for their own writing. There are still too few opportunities for pupils to redraft and improve their work.
50. The leadership and management of English are unsatisfactory and their impact is most obvious in Years 5 and 6. The subject co-ordinator working in Year 6 and the headteacher have analysed the results of tests in these two year groups and have identified the weaknesses in pupils' attainments. However, the monitoring of teaching and learning is not yet sufficiently rigorous in identifying and dealing with the underachievement of pupils. Although there are suitable plans that have good potential to move the school forward, these are not followed through vigorously enough to ensure that there are consistent and lasting improvements where they are needed. An example is the introduction of target setting that is successfully raising teachers' and pupils' awareness of what pupils need to do next in their learning. Teachers do not yet use this information well enough in their planning and marking of pupils' work, particularly in Years 5 and 6. For instance, in pupils' books there are targets and repeated reminders over the past year about the need for some pupils in Year 6 to check their writing for accuracy. Too little action was taken to ensure that improvements were made and so errors persisted, resulting in low standards. In some lessons teachers do not match their work well enough for more able pupils, who have to work through similar tasks to others before moving on to more challenging work. As a result, few pupils securely reach the higher levels of which they are capable. Weak handwriting, although identified, is allowed to continue too long.

## Language and literacy across the curriculum

51. The school does not have clear planning to guide teachers in developing pupils' language and literacy in other subjects. The recent introduction of additional writing sessions in history and geography is providing valuable opportunities for extended writing practice. For instance, pupils in Year 4 reinforced their knowledge of life in Tudor times when they adopted the role of a child from that period in their writing. Pupils sometimes do not use standard English when writing because their own speaking skills are so poor. In subjects like mathematics and science they find it hard to fully explain their work to others.

## MATHEMATICS

**Overall, provision for mathematics is unsatisfactory.**

### Main strengths and weaknesses

- The recently appointed co-ordinator has a good capacity to lead improvement across the school.
- Support assistants make a valuable contribution to learning, particularly for pupils with special educational needs.
- Standards are well below average throughout the school.
- Teaching in Years 4, 5 and 6 is unsatisfactory.
- Poor skills and limited confidence of pupils when answering questions and solving problems result in underachievement for a significant number.

### Commentary

52. Standards likely to be reached by seven year old pupils at the end of Year 2 are below average. There is a strong and appropriate focus on number work and mental calculation. Many of these younger pupils are gaining confidence in recognising, counting and ordering numbers. The most able can work out simple addition and subtraction sums correctly and some can explain with reasonable clarity how they have reached the answer. The progress that pupils are presently making in lessons and across the units of work planned for them is mainly good.
53. There is low attainment and underachievement in Years 4, 5 and 6 because of unsatisfactory teaching linked to teachers' insecure subject knowledge and expertise. Pupils in Year 3, however, are achieving more in line with their capability. The work set for older pupils does not match the needs of those identified as having average or above average ability. Some are not challenged sufficiently; others have difficulty understanding what they are meant to do and, consequently, achieve little and produce work which is often inaccurate. Few of the more able Year 6 pupils can explain adequately the purpose of the task they have been set or how different number operations might produce a higher or lower result. Only pupils with special educational needs make satisfactory or, occasionally good, progress in their lessons because the activities are more closely matched to their capability and they are well supported by additional adults.
54. Teaching in Years 1, 2 and 3 is good, with some very good features. Here teachers plan work much more carefully to meet the needs of the class and, as a result, pupils are clear about what they have to do and make gains in their learning. In these classes the teachers' good command of the subject matter and knowledge of their pupils lead to effective questioning and the use of an interesting range of resources which engage the pupils' interest and support their learning. Adults work very well together and there is a buzz of excitement in the classrooms. Teaching in Years 4, 5 and 6 is unsatisfactory, with some poor features. Teachers' own understanding of how to teach the subject is insecure. As a result planning does not match pupils' needs well enough, nor is it adjusted during the lesson when it is clear that expectations are inappropriate. Pupils then become confused and some distracted. Despite this, support assistants provide well for the less able pupils that they work with.

55. The recently appointed co-ordinator has carried out a very thorough review of standards across the school. She has introduced a much more effective system for assessing pupils' needs and tracking their progress. There is now a good capacity to manage the improvements needed to raise standards overall and to take the actions necessary to tackle and improve the quality of teaching for the older pupils.

### **Mathematics across the curriculum**

56. No examples of pupils using ICT to develop mathematical knowledge, skills and understanding were seen. Some subject areas did include relevant links to mathematics, for example with measurement in a science topic and for patterning in art and design. This was useful in helping to consolidate mathematical skills.

## **SCIENCE**

### **Provision for science is unsatisfactory.**

#### **Main strengths and weaknesses**

- Pupils' standards of attainment by the end of Year 6 are well below average.
- There is significant underachievement by the end of Year 6.
- Standards of pupils' attainment by the end of Year 2 are just below average.
- There is good teaching and learning in Year 1 and Year 2.
- The teaching and organisation of science in Years 5 and 6 are in need of improvement.

#### **Commentary**

57. Overall standards of pupils' attainment in science are below those expected nationally at the end of Year 2 and well below at the end of Year 6. Standards attained at the end of Year 6 in the National Curriculum assessments in 2001 and 2002 were affected by a lack of consistency and continuity in teaching. Results in 2003 were further depressed by weaknesses in teaching in Year 6 which resulted in deficiencies in subject coverage and quality of explanation. Pupils in 2003 showed underachievement in the national tests.
58. Pupils in Years 1 and 2 are working broadly in line with their capabilities. Their progress is hindered to some extent by weaknesses in speaking, reading and writing skills. This slows the pace of their work and restricts their contribution in discussion. However, in one lesson observed the teacher was very effective in drawing out suggestions from pupils and this helped them make good progress in considering aspects of how young people change with increasing age. There is good teaching and learning in Years 1 and 2.
59. Pupils' work in Years 3 to 6 shows a more varied picture. The older pupils' attitudes and behaviour in science are inconsistent, and some pupils hinder their own learning and that of others by a lack of attention and by inappropriate behaviour. Some teaching lacks clarity and this, with variability in pupils' behaviour, leads to a lack of understanding and unsatisfactory learning. Improvements are needed in the quality of teaching of science in Years 5 and 6. Some good science teaching was observed in one lesson in Year 4 when material was presented clearly and confidently by the teacher. In this case the contribution by support staff to pupils' investigative work contributed much to the quality of lesson.
60. Arrangements for the management of science are temporary and a permanent co-ordinator will take up post in the middle of the autumn term. It is important that the improving standards at Year 2 are built on with effective leadership and good teaching in Years 5 and 6.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

**Provision for ICT is unsatisfactory.**

### **Main strengths and weaknesses**

- Standards of pupils' attainment are below those expected at Year 2 and well below expectation at Year 6.
- The school is not fully meeting the requirements of the National Curriculum for ICT in Key Stage 2.
- Significant improvements in resources and subject management have taken place in the past 12 months.
- Work observed showed significant improvements in the school's provision.

### **Commentary**

61. Although the school's provision for ICT is at present unsatisfactory, the recent improvements in resourcing and management offer the potential for rapid progress to satisfactory or better provision.
62. A very limited range of pupils' work was available at the time of the inspection. However, the evidence is that pupils' standards of attainment are below expectations by the end of Year 2 and well below expectations by the end of Year 6. The underachievement of older pupils is, in part, an outcome of the school not fully meeting statutory requirements in its curricular provision.
63. In Years 1 and 2 pupils have the ability to attain in line with what is expected for their age. However, the restricted scope of work throughout the school has restricted the progress they make and so achievement is only satisfactory.
64. In Years 3 to 4 pupils' progress is even more limited. Pupils in Years 3 and 4 work satisfactorily on word processing with some satisfactory work on developing images and handling databases. Very limited evidence was available of collecting and presenting information. At the time of the inspection there was no available evidence of pupils' work in Years 5 and 6, although the school has been hampered by technical difficulties in the storage and recording of pupils' efforts. Discussion with pupils showed considerable uncertainty in their recall of work and they demonstrated well below average knowledge and understanding of the subject. Achievement from the end of Year 3 to Year 6 is unsatisfactory.
65. The limited teaching and learning in ICT observed during the inspection indicate improving standards both in the school's provision and in pupils' progress. In lessons teachers were energetic and enthusiastic, and explained work with confidence and clarity. Pupils responded well, showing good attitudes and behaviour. There was considerable variability in classes observed in the standards attained by pupils. Some worked with confidence and showed standards in line with national expectations. Other pupils were much less confident and needed a high level of support. Of benefit to these pupils were the good quality interventions by support staff. In lessons pupils were working in line with their capabilities and some were making good progress.
66. Considerable effort has been made over the past 12 months to improve provision for ICT. The recently appointed subject co-ordinator has been energetic in seeking improvements to both hardware and software. Guidance for teachers has been improved through the recommended adherence to the national guidance for ICT, supplemented by an appropriate commercial publication giving more specific advice. The co-ordinator has plans for a further training programme for staff in order to secure effective teaching in the use of the recently acquired resources.

67. Improvements in ICT since the time of the last inspection has been unsatisfactory. However, the present substantial investment in resourcing, improvements in management and the curriculum, and training support for staff already show signs of improving pupils' achievement.

### **Information and communication technology across the curriculum**

68. The timetabled use of the computer suite is contributing well to the security of skill development in ICT. Through a timetabled lesson for research it is planned to encourage improved standards. For example, in a religious education lesson pupils used ICT skills well to find information about Judaism.

## **HUMANITIES**

One history, one geography and two religious education lessons were seen during the inspection. Findings were confirmed in discussion with staff and pupils and from pupils' previous work.

### **HISTORY and GEOGRAPHY**

**Provision in history and geography is satisfactory.**

#### **Main strengths and weaknesses**

- Good support helps less able pupils achieve well.
- Good opportunities for writing and discussion extend pupils' understanding of history topics.
- Weaknesses in pupils' speech and language limit their explanations and the quality of written work.

#### **Commentary**

69. The timing of inspection, early in the school year, meant that there were few pieces of work in pupils' notebooks. No judgement can be made about standards or the overall quality of teaching. However, it is clear that both subjects are planned carefully to move pupils forward in each year group. New developments such as the introduction of extended writing sessions have good potential in strengthening pupils' understanding and interpretation skills. In a lesson in Year 4 pupils reflected on their knowledge about life in Tudor times as they prepared to write diary accounts from a Tudor child's viewpoint. The teacher in this lesson asked probing questions that encouraged some simple but clear explanations of how Tudor games were played. Good support and encouragement by a classroom assistant meant that a less able child explained the significance of drowning witches.
70. However, the weaknesses in pupils' language skills are still evident. Children often find it hard to write in standard English because their speaking skills are poor. For example, one pupil wrote "I wore werring clothes" instead of "I was wearing a cloth because I was poor". The school has identified speech and language as a priority for improvement, and urgent action is needed to ensure that this is carefully planned as a prominent feature in the new extended writing sessions.
71. Good use of photographs extends pupils' understanding of the local area in Year 3 where skills are taught systematically and thoroughly. Pupils notice features in the local area and plan map symbols to represent them in preparation for later fieldwork and mapping. They still find it hard to remember new geographical terms. For example, few remembered that features such as shops are 'services'.

## RELIGIOUS EDUCATION

**Provision for religious education is satisfactory.**

### Main strengths and weaknesses

- Teaching is good.
- The subject makes a good contribution to pupils' spiritual, moral and cultural development.
- Pupils' progress in religious education is often hampered by poor literacy skills.

### Commentary

72. Standards in religious education are in line with the expectations of the locally agreed syllabus for the end of Year 2 and the end of Year 6. Pupils do better than expected in gaining knowledge about Christianity, Islam, Hinduism, Sikhism and Judaism and in understanding similarities and differences amongst them. They have a positive attitude to learning about different faiths and are confident in answering questions and offering ideas, although occasionally hindered by poor speaking and writing skills.
73. Year 2 pupils openly shared information about special people in their lives and, because of the teacher's sensitive comments and questioning, expressed their feelings and thoughts in a way that brought a strong spiritual dimension to the lesson. Teachers' good subject knowledge and effective use of artefacts and other visual aids promote better understanding of the concepts being taught. Year 3 pupils used their ICT skills to research Judaism and then applied what they had learned to talk about artefacts produced by the teacher. Pupils are taught to handle religious artefacts with great respect and when the Torah was brought out the teacher successfully captured the spirituality of the lesson. Appropriate visits planned by the teachers, for example to a mosque and to a church, help the children to understand the meaning of worship. Classroom assistants work alongside children who have special educational needs so that they do as well as other pupils.
74. The subject contributes greatly to pupils' spiritual, moral, social and cultural development. It draws positively on their own family and religious backgrounds and teaches them to respect differences. It plays a strong part in encouraging the racial harmony within the school.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No art and design lessons were seen during the inspection. Only one music lesson, one design and technology lesson and two physical education lessons were observed. Findings are based on discussion with staff and pupils and from work on display.

### ART AND DESIGN

#### Commentary

75. **Provision for art and design is good** and the subject co-ordinator promotes the subject well in the school. An Art Week gives pupils a good awareness of the work of a wide range of famous artists. Parents join their children during the week, working with them on their projects. Pupils in Year 6 explained the different types of work when visitors came to see the exhibition that followed. The varied projects in each year group, such as creating a seat for David Beckham, stimulate a lively interest. Pupils take pride in presenting work of good quality. They develop a good awareness of art in other cultures, for instance when pupils in Year 5 create a patchwork cloth based on an Islamic design. Pupils develop sound skills in managing their art projects, successfully using sketchbooks to design, improve and evaluate their work. This starts from an early age. Pupils in Year 1 create attractive three-dimensional sculptures using

twigs, stones and shells. They record their evaluations simply, noting what they like about their work and how it might be improved.

## **MUSIC**

**The provision for music is good.**

### **Main strengths and weaknesses**

- There is consistently very good specialist teaching from Year 3 to Year 6.
- Pupils make good progress throughout the school.
- Visiting musicians enhance pupils' appreciation of music.

### **Commentary**

76. Standards are in line with those expected for the end of Year 2 and the end of Year 6. One lesson was observed during the inspection but examples of previous work, discussions with staff and pupils and a performance during assembly show that pupils in all year groups perform confidently and are doing better than might be expected in composing and in their knowledge and understanding of music.
77. Teaching is good, with very good teaching by the LEA specialist who teaches the older pupils. A vibrant, enthusiastic and interactive approach results in very positive attitudes to the subject. Explanations are very clear; lessons are well paced, varied and fun. Subject-specific language is consistently used and, as a result, pupils are developing a good understanding of such words as 'rhythm', 'pulse' and 'dynamics'. Year 6 pupils used their knowledge of 'crescendo' and 'diminuendo' to give a lively and very enjoyable performance of 'I am a Human Drumkit'. The focused teaching of skills in class lessons leads to good standards of performance by the whole school, for example in assemblies. Pupils have opportunities to listen to a range of music, not only in music lessons but also in other subjects and in assembly. Visiting musicians add to pupils' knowledge of a range of music from different cultures.
78. Music makes a strong contribution to pupils' spiritual, social and cultural development. In music lessons they learn to listen well, to reflect, to persevere and to work as part of a team. Above all, a real love of music and of performing together is being promoted.

## **DESIGN AND TECHNOLOGY**

**Provision for design and technology is unsatisfactory.**

### **Main strengths and weaknesses**

- The limited scope of the curricular opportunities results in unsatisfactory achievements.

### **Commentary**

79. The limited range of work in design and technology results in restricted progress by pupils. Existing work places emphasis on an integration of technology with art and this was evident in the display of pupils' efforts in the decoration of chairs. Insufficient opportunities are provided for pupils to develop making skills and acquire knowledge and understanding of structures and control. The school does not ensure that there is appropriate breadth and balance in the design and technology work undertaken by pupils.

## **PHYSICAL EDUCATION**

**Overall, provision for physical education is good.**

### **Main strengths and weaknesses**

- A very good range of curricular opportunities is offered, including many clubs and teams.
- Leadership and management of the subject are good.
- Teaching observed was good.
- The school has been successful in attracting additional funding.
- A minority of older boys demonstrate unsatisfactory attitudes and behaviour.

### **Commentary**

80. Good progress has been made over recent time in relation to the quality of teaching, pupil achievement and the leadership and management of the subject.
81. Younger pupils know how to exercise safely. They have reasonable control and co-ordination when carrying out simple skills and actions. They achieve well because they enjoy their work and are very well supported by a range of adults who join in the activities with them.
82. Older pupils have access to a well-planned and broad physical education curriculum. They appreciate the effect of exercise on their bodies and know how this can contribute to a healthier lifestyle. They understand the benefits of warming up properly. They show good progress in developing games skills and techniques and are gaining an understanding of tactics in team games.
83. Pupils' attitudes and behaviour are mainly good; indeed, discussions with pupils in Year 4 and their comments in the pupil questionnaires revealed how much they look forward to their ice-skating lessons. Older girls benefit from being taught separately and are clearly improving their skills and confidence in this small group situation.
84. The teaching observed was good. Lessons are well planned and delivered effectively, with good pace. As a result, pupils respond enthusiastically and are keen to practise and demonstrate the skills they have learned.
85. The subject is very well managed. The headteacher has wisely invested in additional specialist support which is having a positive impact upon the quality of teaching and planning. She has been very successful in securing considerable additional funding which will improve facilities available to the school and the community. The wide range of extra-curricular activities provided for pupils shows an impressive commitment from staff and is a clear strength of the school.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

**The provision for personal, social and health education and citizenship is good.**

### **Main strengths and weaknesses**

- The provision makes a good contribution to pupils' moral development.
- Lessons are well planned and teachers' questioning encourages all pupils to become involved in discussion of important issues.



## Commentary

86. The good personal, social and health education and citizenship programme is timetabled within the teaching week and is wide-ranging in the issues considered. The moral dimension of topics is strongly emphasised and there is an opportunity for pupils to reflect on their feelings and aspirations. Good teaching was observed during the inspection and pupils responded well. In one lesson elements of citizenship were effectively taught through a discussion in which pupils were asked to consider what makes a good school monitor. In another lesson pupils were able to describe their views on the use of hazardous substances such as drugs and as found in smoking cigarettes. Pupils had gained in their knowledge and understanding of the hazards involved. Displays in the school show a good level of consideration of thinking skills and recorded the aspirations of pupils for their adult life.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i>  | <i>Grade</i> |
|--|--------------|
| <b>The overall effectiveness of the school</b>                       | <b>5</b>     |
| How inclusive the school is  | 3            |
| How the school's effectiveness has changed since its last inspection | 8            |
| Value for money provided by the school                               | 5            |
| <b>Overall standards achieved</b>                                    | <b>6</b>     |
| Pupils' achievement  | 5            |
| <b>Pupils' attitudes, values and other personal qualities</b>        | <b>4</b>     |
| Attendance   | 4            |
| Attitudes  | 4            |
| Behaviour, including the extent of exclusions                        | 4            |
| Pupils' spiritual, moral, social and cultural development            | 3            |
| <b>The quality of education provided by the school</b>               | <b>4</b>     |
| The quality of teaching  | 5            |
| How well pupils learn  | 5            |
| The quality of assessment  | 5            |
| How well the curriculum meets pupils' needs                          | 4            |
| Enrichment of the curriculum, including out-of-school activities     | 2            |
| Accommodation and resources  | 4            |
| Pupils' care, welfare, health and safety                             | 2            |
| Support, advice and guidance for pupils                              | 4            |
| 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            |
| <b>The leadership and management of the school</b>                   | <b>4</b>     |
| The governance of the school   | 4            |
| The leadership of the headteacher                                    | 4            |
| The leadership of other key staff                                    | 5            |
| The effectiveness of management                                      | 5            |

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7); not applicable (8).*

