

INSPECTION REPORT

PARKLAND PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107225

Headteacher: Mrs L M Palmer

Lead inspector: Mr K Bardon

Dates of inspection: 5th – 7th July 2004

Inspection number: 257156

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
Gender of pupils:	Mixed
Number on roll:	227
School address:	Old Park Road Thorpe Edge Bradford West Yorkshire
Postcode:	BD10 9BG
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr M Woods
Date of previous inspection:	Not applicable

CHARACTERISTICS OF THE SCHOOL

Parkland is an average-sized primary school which opened in its present form in September 2000 following reorganisation by the local authority. There are 176 full time pupils in the four to eleven age range and a further 51 children attend the nursery on a part-time basis. The number of pupils on roll has fallen considerably since the school opened and, after successfully campaigning to remain open, the school will officially become a one-form entry primary from September 2004. Most pupils live relatively close to the school in council-built or housing association properties. The area around the school has a significant degree of social deprivation and the number of pupils eligible for free school meals is well above average. Fifty-seven pupils and five nursery children have special educational needs, mainly for learning or behaviour difficulties. This is above average for a school of this size. Three pupils have a statement of special educational needs. A very small number of pupils are from minority ethnic backgrounds and there are no pupils who are at an early stage in the learning of English. Across the school as a whole there is a similar number of girls and boys. Many children lack basic skills when they first enter the school and at this point their attainment is very low for their age. The school is involved in a range of local, national and community initiatives, including Excellence in Cities and adult learning and has received Healthy Schools and Schools' Achievement awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11807	Keith Bardon	Lead inspector	Science Information and communication technology Design and technology Physical education
9348	Mary Le Mage	Lay inspector	
32180	David Sleightholme	Team inspector	English Art and design Music Religious education Special educational needs
8839	Michael Egerton	Team inspector	Foundation Stage Mathematics Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Parkland Primary is a good school which serves the local community well. The school has a friendly atmosphere which supports pupils' learning and encourages their all-round development. The quality of teaching is good and although standards are generally below national expectations pupils of all ages achieve well. Determined leadership and effective management ensure that there is a good pace of development and that pupils' needs are met. A broadly average amount is spent on each pupil's education and this represents **good value for money**.

The school's main strengths and weaknesses are:

- Pupils achieve well in most subjects but standards in information and communication technology (ICT) are too low
- Good teaching promotes effective learning although speaking and listening skills are not taught well enough
- The school has a positive ethos and relationships between all members of the school community are good
- Very good provision is made for pupils' care and welfare
- Procedures for supporting parents and involving them with the school are good
- The school is very well led and conscientiously governed
- Teachers do not use daily assessments well enough to aid their lesson planning or to show pupils how to improve their work

As this is the first report Parkland has received since it was became a primary school no judgement can be made on how much it has improved since the last inspection. Despite many problems and uncertainty over its future the school has moved a long way towards becoming a fully effective primary school.

STANDARDS ACHIEVED

Pupils' achievement is good. Many children start nursery with basic skills much lower than in most schools. Children achieve well in the nursery and reception classes but are still well behind the targets for their age in most areas of learning by the end of their time in reception. Children make huge strides in their personal, social and emotional development and in this area of learning their achievement is very good. Pupils continue to achieve well in Years 1 and 2. Although standards are generally below average at the end of Year 2, pupils make clear gains and good progress in their knowledge, skills and understanding.

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	E*	E	D	D
science	E	E	D	D

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. Care should be taken when reading these results as they partly reflect the school as it was before reorganisation.

Although pupils' achievement in Years 3 to 6 is good, test results by the end of Year 6 are often well below the national average reflecting the large proportion of pupils who have special educational needs and the fact that many do not do as well in the tests as they do in lessons. The work pupils do in their books and during class activities is generally of a good quality and shows clear and sustained progress. In mathematics and science pupils' investigation and problem-solving skills develop well and pupils carry out practical tests with confidence and understanding. They employ

their reading and writing skills well when working in a range of different subjects but their speaking and listening skills are under-developed and the weakest aspect of their English. Pupils have not been taught sufficient ICT skills and as a result standards are well below expectations and pupils' achievement is unsatisfactory. Pupils with special educational needs receive well-focused support for their learning and make good progress.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Most pupils are keen to learn and readily involve themselves in lessons. Pupils generally behave and socialise well and show respect for other pupils and adults. However, a minority of pupils need regular reminders of what is expected and on a small number of occasions the class as a whole does not pay close enough attention to the teacher. The school has worked hard to improve attendance. However, levels of attendance are unsatisfactory and a large number of pupils are taken on holiday during term time.

QUALITY OF EDUCATION

The school provides its pupils with a good quality of education. The quality of teaching and learning is good. Teachers understand how pupils learn best and provide lively lessons which stimulate pupils' enthusiasm for new knowledge and ideas. Lessons are planned thoroughly and organised well, although opportunities to develop pupils' speaking and listening skills are too often missed. Most pupils concentrate hard to achieve the objectives they have been set. The curriculum is structured well and the high practical content promotes effective learning. The school has successful and productive links with parents and the local community. Pupils receive a high quality of care and welfare and the school monitors their development closely. Procedures for tracking pupils' academic development over time are well established and used effectively by teachers and senior staff. In general, teachers make insufficient use of the information they acquire during lessons when deciding what pupils need to learn next.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management by the headteacher and senior staff is good. The headteacher, with able support from the deputy headteacher, provides the school with strong and well-focused leadership. School management is good. Staff carry out their management responsibilities diligently and the school runs smoothly. Governance is very good and statutory requirements are met well. Governors monitor, support and challenge the school very effectively and keep a careful watch on the quality of education pupils are receiving.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the quality of education their children receive and are very pleased that the school now has a more secure future.

Pupils enjoy coming to school because they find the staff fair and friendly and feel that the work they do in lessons helps them to learn new things.

IMPROVEMENTS NEEDED

The most important things the school should do now are:

- Raise standards in speaking and listening so that pupils are able to employ these skills more effectively to aid their learning in all subjects
- Raise standards in ICT throughout the school
- Improve the quality and use of daily assessment so that teachers can focus more closely on what pupils need to learn next

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good in the Foundation Stage classes and in Years 1 to 6. By Year 6 standards are generally below the national average but often better than those attained by pupils in similar schools.

Main strengths and weaknesses

- Although most children are unlikely to reach the targets set for their age when they move into Year 1, they all make good progress in the Foundation Stage classes and achieve well
- Achievement in English is generally good although many pupils have considerable difficulty speaking clearly and explaining themselves fully
- Pupils' achievements in mathematics and science are good and they are able to investigate and solve practical problems with confidence
- Standards in ICT are too low and pupils do not achieve enough
- There is a tendency for pupils to under-perform in the national tests
- Pupils with special educational needs make good progress

Commentary

1. In the 2003, the results attained by Year 2 pupils' in the national tests were generally well below the national average but above those attained in schools in a similar context to Parkland. The as yet unvalidated results from the 2004 tests indicate that pupils' performance has improved in reading and writing but not in mathematics.

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

Standards in:	School results	National results
reading	14.3 (16.4)	15.7 (15.8)
writing	14.1 (15.5)	14.6 (14.4)
mathematics	14.1 (16.5)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

2. The test results of Year 2 pupils fell in 2003 after a steep rise the previous year. This is typical of the wide fluctuations in performance the school experiences. Such variations are hardly surprising considering the nature of the intake, the small size of the cohorts and the disruptions and uncertainties the school has been subjected to over the last four years. This year's results appear to show that there has been an upturn in standards but the number of pupils who took the tests was very small and it would be unwise to draw too many conclusions from the test data. The school is keeping a careful eye on pupils' progress and the pupils currently in Year 4 are showing a higher level of attainment overall than many other year groups. It would appear that, through no fault of the school, the fluctuations in test results are set to continue year on year. Although girls tend to do better than boys in the reading and writing tests, the difference is not as marked as it is in many other schools and during the inspection no discernable gender difference was detected in pupils' attainment.
3. Although standards are generally below national expectations by the end of Year 2, pupils make clear gains in Years 1 and 2 and their achievement while in these classes is good overall. They make sustained progress in reading and writing and by the end of Year 2 most pupils have a range of appropriate competencies and skills. Many pupils have considerable difficulty speaking clearly and expressing themselves fully and despite improving in Years 1 and 2, standards in

this aspect of English are well below expectations by the end of Year 2. Pupils achieve well in mathematics and science and make particularly good gains in the practical aspects of these two subjects because they enjoy investigating ideas and solving problems. However, in all three of the core subjects of English, mathematics and science a significant minority of pupils do not reach the standard expected for their age and this is why attainment is below that found in most schools. These pupils often experience difficulties with learning and have special educational needs.

4. Although in 2003 the results attained by Year 6 pupils in the national tests were below the national average in mathematics and science and well below average in English, in all three subjects the results were better than those attained in schools with a similar social and economic profile. In the three years to 2003 the test results of Year 6 pupils showed a marked improvement in both mathematics and science, but less of an improvement in English. The 2004 results have yet to be validated but are indicating a drop in performance. To some extent this could have been anticipated for a number of reasons. Over a third of pupils in the current Year 6 have special educational needs, mainly for learning difficulties; there were changes of teaching staff part way through the year; and the level of pupil mobility in this year group has been high. Add to this the fact that these pupils were just moving into Year 3 when the school was reorganised and have come through their junior years while it was becoming established and it becomes very apparent that the pupils' run up to the tests has been anything but smooth.

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

Standards in:	School results	National results
English	25.3 (24.8)	26.8 (27.0)
mathematics	25.9 (23.5)	26.8 (26.7)
science	28.2 (25.3)	28.6 (28.3)

There were 40 pupils in the year group. Figures in brackets are for the previous year

5. Pupils achieve well in Years 3 to 6 and make clear gains in their knowledge, understanding and skills. The quality of work pupils do in their books and their contributions in lessons show clearly that although the standards Year 6 pupils attain are often below national expectations they are better than test results indicate. The attainment of Year 6 pupils in English, mathematics and science follows a similar pattern to that of Year 2 pupils, with strengths in the practical elements of mathematics and science and weaknesses in speaking and listening. The lack of speaking skills causes particular frustrations for Year 6 pupils. In discussion they identify clearly the difficulties they encounter explaining what they know and understand to others, another reason why they do not perform as well as could be anticipated in the national tests.

Other aspects of standards and achievement

6. In 2003, the test results of Year 6 pupils exceeded the targets the school had set for attainment in English at the nationally expected level but were short of the target for attainment at the higher level. Results in mathematics met the target for attainment at the nationally expected level and exceeded the target for higher level attainment. The unvalidated test results for 2004 suggest that the school has missed its targets this year. However, these were set some time ago and since then the movement of pupils both in and out of Year 6 has been extremely high. This makes setting realistic targets very difficult. In addition, as explained earlier, pupils have a tendency to under-perform in the tests.
7. When they first enter the nursery, many children lack basic skills and their attainment on entry is very low in comparison with that often found at this age. During their time in the Foundation Stage classes, children achieve well in all areas of learning and very well in their personal, social and emotional development. Teachers put great store in this area of learning and on entry to Year 1 most children are sociable individuals who know how to behave. This constitutes a major step forward. Despite the gains children make in all aspects of learning, they are coming from

such a low base and have so much ground to make up that only a small minority are likely to attain the early learning goals (the goals they are expected to reach by the end of reception) before they move into Year 1. The exception is in personal, social and emotional development in which almost all are likely to attain the goals and a small proportion may go beyond.

8. Standards in ICT are well below those expected of primary age pupils, and their achievement is unsatisfactory. Pupils in Year 2 to Year 6 have a very limited range of ICT skills and little understanding of how to use the computer to help them learn. Achievement is better in Year 1 because pupils are benefiting from the improvements the school has made recently.
9. Pupils' achievement in religious education is good and their attainment meets the expectations of the locally agreed syllabus. It is not possible from the small number of lessons seen in art and design, design and technology, geography, history and physical education to make secure judgements of the standards pupils attain. However, in none of these subjects was there anything that gave inspectors cause for concern. In the small number of music lessons seen standards were around those expected of the age group.
10. Pupils with special educational needs attain below the levels expected nationally for their age, but make good progress, and achieve well, because they benefit from good quality classroom support. Individual education plans are put together carefully to enable pupils to progress in small, well-defined stages, set against their individual learning targets. These plans are discussed with pupils so they understand the targets they are working towards, and they receive regular feedback about how well they are doing. As a result pupils attain standards that represent good achievement, in relation to their abilities.
11. The school is continuing to develop procedures for the identification of gifted and talented pupils so that provision can be more closely targeted to their learning needs. A particularly gifted pupil is for some lessons working with pupils who are older and is responding well to the challenge this provides. The school has approached a high school to help maintain provision as this pupil grows older. These are positive steps but, overall, there is insufficient information to make a definitive judgement of how well gifted and talented pupils achieve.

Pupils' attitudes, values and other personal qualities

Throughout the school pupils' attitudes and behaviour are good, enabling maximum time to be spent on learning. Pupils' personal development, including their spiritual, moral, social and cultural development, is also good. However, attendance is unsatisfactory, although punctuality is satisfactory.

Main strengths and weaknesses

- Very good relationships contribute to pupils' positive attitudes and predominantly good behaviour
- From a very low base children make very good progress in the personal, social and emotional development while in the Foundation Stage classes
- Pupils are very well managed in a consistent way by the adults in the school and there is a clear structure for managing unacceptable behaviour
- Learning mentors make a major contribution to pupils' development across the school
- Although the school works hard to improve levels of attendance they remain low

Commentary

12. The school provides a supportive, happy environment combined with interesting things for pupils to do. Underlying pupils' enthusiasm for school is the very high quality of personal relationships that they form with the staff and with each other. Teachers and support staff take great care to understand the needs of their pupils, and because of this a noticeable bond develops between the adults and the pupils in their charge. This results in pupils developing good attitudes to their

learning, acquiring a clear awareness of what constitutes acceptable behaviour and trying their best to conform to high standards set by adults in the school. However, on a few occasions pupils do not behave well enough for a new teacher and do not listen closely enough to what they are expected to do.

13. Relationships between pupils are very supportive. They show pleasure in the achievements of other pupils in their class and will spontaneously applaud these achievements. Pupils work well together when paired for some activities and are polite to each other and adults, including visitors. Pupils of all abilities are interested in their lessons and the extra activities offered by the school. Across the school, pupils are eager to learn, very enthusiastic to join in practical activities, concentrate well and work hard. They enjoy demonstrating their abilities to visitors and take a pride in their own achievements.
14. When they first enter the nursery many children have very weak social and communication skills. Foundation Stage staff recognise this fully and constantly provide the children with the opportunities they need to acquire the skills they need. This is very successful and results in a rapid rate of personal development. By the end of their time in the reception class many pupils have made considerable gains and are meeting the targets for their age in this area of learning.
15. Adults in the school know the pupils very well, manage them in an appropriate way and help them to learn acceptable standards of behaviour. Clear strategies are followed consistently at all times and across all areas of the school. The behaviour code is very well known by pupils and they are very well motivated by the rewards they can earn for behaving well. They also understand, and respect, the sanctions which are applied fairly for unacceptable behaviour. Pupils in the school are encouraged to become more independent and supported when they strive to achieve this. The mature, sensible attitudes demonstrated by the oldest pupils who are about to leave the school are clear evidence of successful personal development.
16. For those pupils whose behaviour is challenging and for whom concentration is difficult, the clear strategies employed by staff encourage them to respond well. The staff work very well together as a team and consistently reinforce good behaviour and to reduce unacceptable responses. Pupils think this is a fair school. There were a limited number of fixed term exclusions in the last academic year. This sanction is applied rarely and only when the school's extensive range of strategies has been exhausted.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Black or Black British – any other Black background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
219	7	0
3	0	0
1	0	0
2	0	0
2	0	0

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

17. The learning mentors are well respected by the pupils and work with individuals and groups to resolve issues which may be acting as a barrier to learning, thus improving pupils' attitudes to school. Throughout the school, pupils are encouraged evaluate their feelings and to consider the effect of their actions on others and are supported in their understanding of themselves. The school is very responsive to the needs of its pupils. Pupils who have special educational needs have positive attitudes to the school and to their learning. They have developed very good

relationships with teachers and the teaching assistants who support them. Some pupils have pastoral support plans to promote their personal and social development. The good behaviour and attitudes of pupils in classrooms indicate that these plans are having a positive effect on pupils' personal and social development.

Attendance

Attendance in the latest complete reporting year 93.1%

Authorised absence		Unauthorised absence	
School data	6.4	School data	0.5
National data (02/03)	5.4	National data (02/03)	0.4

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

18. Attendance at the school is unsatisfactory. A significant amount of the absence is due to pupils taking holidays in term time and some by persistent poor attendance from a very small number of families. The school monitors attendance very closely. A wide range of carefully considered initiatives is in place to encourage continuing good attendance from the majority of pupils, and gives high quality support to pupils who find regular attendance difficult to sustain. This is helping to establish the importance of regular attendance within the school community.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides its pupils with a good quality of education. Effective teaching is combined with an interesting curriculum, a very good standard of care and welfare and constructive links with parents.

Teaching and learning

Teaching and learning are good in the Foundation Stage and in Years 1 to 6. The quality and use of assessment are satisfactory overall

Main strengths and weaknesses

- Teachers show a good understanding of how pupils learn best and regularly challenge them to think for themselves
- Lessons are planned thoroughly and generally managed well
- Teachers promote reading and writing skills well in all subjects but the teaching of speaking and listening is inconsistent and less effective
- Well-structured teaching in the nursery and reception classes provides children with a secure start to learning
- In most lessons pupils show good levels of concentration although there are occasions when this is not high enough
- Teachers make constructive use of the information gained from periodic assessment but do not use the outcomes of their regular observations systematically enough

Commentary

19. Foundation Stage staff provide children with a wide range of interesting activities to promote their learning and to help them to acquire the basic skills that many lack when they first enter the nursery. Teaching is particularly effective in the area of personal and social development and during their time in the nursery and reception classes children develop a range of skills that enable them to associate effectively with others. The style of teaching gradually changes as the children move from nursery into reception, thus providing them with the more structured learning they need as they grow older. The teaching and learning continue in this positive vein throughout Years 1 to 6. Pupils learn well because the work they are given to do encourages

them to make decisions, to think ideas through individually and to find out things for themselves. In science, for example, pupils are required to plan how they will carry out an investigation and to decide what equipment they will need and how they will make the test fair. As a result of this positive approach the teachers employ, pupils become confident learners with an enthusiasm for new knowledge and skills.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8 (22%)	21(58%)	7 (19%)	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. A further four part lessons were seen in which there was insufficient evidence to make a judgement about the quality of teaching.

20. The school has recently adopted a more consistent format for lesson planning which teachers are using well to provide a solid framework for classroom activities. Teachers make direct reference to the learning objectives the plans contain at the start and periodically throughout lessons. This helps ensure that pupils remain aware of what they are expected to learn. Pupils appreciate the clear focus this provides as many become quickly confused by anything that is less than straightforward. Teachers plan activities well for pupils who have special educational needs and include them fully in all activities. This ensures they succeed in lessons, and, as a result, they achieve well in relation to their capabilities. Teaching assistants, deployed to work with individuals or groups of pupils, make a good contribution to the quality of teaching and learning by following the teacher's planning closely, and by boosting pupils' skills and confidence.
21. Lessons are organised well and as a result move at a brisk pace. The lively style of the teaching helps to maintain pupils' interest and the levels of concentration shown by pupils of all ages are generally good. Teachers establish positive relationships with pupils; classrooms are orderly and lessons businesslike. On a small number of occasions, usually while a temporary teacher is still becoming familiar with a class, pupils do not concentrate as hard as they should or respond quickly enough to instructions. When this happens insufficient learning takes place.
22. Teachers appreciate that the pupils learn best when they are given first-hand experiences and allowed to participate fully in the activities. The highly practical approach teachers employ stimulates pupils' enjoyment of learning, and the gains pupils of all levels of attainment make provide them with a strong sense of achievement. A lack of development in ICT over a number of years has left the teaching and learning in this subject below par and unsatisfactory overall. Although pupils' learning is improving now that the school has better resources, teachers' understanding of how to promote learning of ICT across the curriculum as a whole is under-developed.
23. Teachers provide pupils with a wide range of opportunities to develop their reading and writing skills through their work in different subjects. These enhance pupils' literacy skills and give them an appreciation of the different approaches they need to employ if they are to communicate effectively with others. However, pupils of all ages often find it very difficult to put into words what they know and to explain themselves fully and precisely. Teachers are aware of these difficulties but have not yet established consistent procedures for the teaching and learning of speaking and listening skills in all subjects. In some lessons pupils are encouraged to extend their oral skills but in others teachers miss opportunities or do not pursue them well enough.
24. The school has well-established and effective procedures for assessing pupils' medium and long-term development. Teachers and senior staff use these well to monitor pupils' progress and to set targets for their periodic improvement. The ongoing assessment of the gains pupils are making in lessons is satisfactory. Teachers use the information from their regular observations constructively when grouping pupils by attainment and planning work at different levels. However, teachers do not make enough use of assessment information to sharply focus their

lesson planning on a day-to-day basis. They tend to move on to the next set of activities as they appear in the scheme of work without giving sufficient consideration as to whether they are fully appropriate. This can lead to pupils moving on to something new before they are ready for it or going over things they already understand.

25. In most subjects the marking of pupils' work is adequate. It shows pupils where they have been successful and gives them praise when they have deserved it. However, only in the best marking do teachers give pupils a clear indication of what they need to do to make their work better and this is a strategy that many teachers have still to acquire.

The curriculum

The quality of the curriculum is good. There are frequent and well-planned opportunities for curriculum enrichment. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum is broad and provides for pupils' academic and personal development well
- Pupils enjoy a wide range of extra-curricular activities, especially those promoting sport and the arts
- There are insufficient opportunities to promote speaking and listening skills across the curriculum
- The curriculum in ICT is not planned well enough and as a result pupils' skills are underdeveloped
- There are frequent opportunities in science and mathematics for pupils to learn through investigation and problem solving
- Effective provision is made for pupils who have special educational needs and their individual needs are well met

Commentary

26. All the subjects of the National Curriculum and religious education receive an appropriate amount of attention and the curriculum meets national requirements. Acts of collective worship support the religious education programme well. For example, in a whole school assembly the headteacher related the advice Jesus had given his disciples, about working together, to the successful adult teamwork supporting pupils' development in school. There are well-developed links between religious education and personal, social, health and citizenship education that deepen pupils' understanding of relationships, and cultural and religious diversity. For example, work in the books of Year 4 shows how they have discussed the uniqueness of individuals, and people's different beliefs, customs and practices. The school has recently received a healthy schools award in recognition of the work it has undertaken to make the school community aware of the importance of all aspects of a healthy lifestyle. All pupils are given full and equal access to the curriculum the school provides.
27. Teachers utilise the National Strategies for Literacy and Numeracy effectively, and focus on improving pupils' skills to raise standards. The curriculum for reading and writing is good and makes full use of the many opportunities that arise for learning throughout the curriculum. In literacy lessons, particularly those which prove highly effective, pupils' speaking and listening skills are developed alongside other aspects of their English. However, pupils' speaking and listening skills are not consistently developed across the curriculum, because the school does not plan for them well enough in all subjects. Consequently, pupils experience difficulties explaining answers. In mathematics and science, for example, pupils often achieve well in the investigative part of lessons, but then find it difficult to communicate their reasoning and understanding to others.
28. Pupils are underachieving in ICT and consequently working well below nationally expected levels because the curriculum does not provide them with sufficient opportunities to acquire the

skills they need in order to use computers and other technology effectively. Following improvements to the main ICT room, pupils are receiving a better balanced curriculum, but opportunities to develop ICT further and in a wide range of subjects are limited because there are insufficient computers in classrooms.

29. There is good provision for pupils who have special educational needs. The school places great importance on ensuring pupils have access to the full curriculum by using the expertise of its own staff and implementing advice from visiting specialist teachers. Lessons are planned carefully to ensure pupils who have special educational needs complete tasks that are well matched to their needs, and, as a result, they achieve well. The school has achieved an award in recognition of the steps it has taken to ensure there is access for the disabled.
30. The school is committed to ensuring all pupils have opportunities to take part in activities that enrich their experiences and enhance the curriculum. For example, pupils have visited St George's Hall in Bradford to take part in the Schools Prom, and visitors to school include artists and performers, along with presentations from the fire service and the health service. Pupils enjoy taking part in a wide range of extra-curricular activities, including football, rugby, cross-country, guitar, recorders, choir, violins; and the homework, science and computer clubs provide further extensions to their learning. The school runs a breakfast club to ensure pupils are ready for learning at the start of the day. This is very well attended. The learning mentors and parental involvement officer support the school's additional activities well, making full use of the opportunities its involvement in the Excellence in Cities provides. Very good leadership by the headteacher ensures that the school is constantly looking for ways in which curricular provision can be further improved.

Care, guidance and support

The school provides a high standard of care, welfare, health and safety for its pupils. It provides good support, advice and guidance, based on the monitoring of their achievements and personal development. The school meets a good standard in seeking the views of pupils and acting on them.

Main strengths and weaknesses

- Arrangements for pupils' care and welfare are very good, as are all health and safety arrangements
- The quality of relationships between adults and pupils is very good, adding to the pupils' self-confidence and trust in staff
- Throughout their time at school, pupils receive good advice to help them make progress in their personal development but too little advice about how to improve their work on a daily basis
- Through the school council, pupils are becoming more involved in the development of the school

Commentary

31. The school ensures that all statutory health and safety checks are undertaken and comprehensive risk assessments exist for all relevant areas of school life. Regular analysis of the outcomes highlights any patterns which may be emerging, so they can be dealt with quickly. Child protection procedures in the school are effective. The school works hard to promote a healthy lifestyle to its pupils and has recently received a healthy school award. The breakfast club enables pupils to begin the day with a healthy breakfast in pleasant sociable surroundings. The club, which is run by the learning mentors and the parental involvement officer, provides an opportunity for pupils to develop social skills, by playing board games for example, or to receive additional help with their homework. By ensuring that the care and welfare of pupils are given a very high priority, the school maximises the benefit pupils can gain from the educational opportunities offered.
32. All through the school there are clear indications of very good relationships between pupils and adults. Adults are patient, kind and very supportive, which means pupils feel very secure, and

results in them being willing to contribute ideas in lessons. This has a very positive effect on pupils' feelings of self-worth, their attitudes to their learning, and school life in general. Pupils are unanimous in saying there is at least one adult in the school they feel they can confide in. The consistent, supportive way in which the pupils are dealt with at all times underpins the quality of these relationships. The learning mentors work particularly effectively at helping pupils understand how they are feeling when they misbehave and helping them to control these feelings.

33. The learning mentors operate a number of initiatives across the school to support pupils by raising self-esteem, developing self-confidence and improving levels of motivation. Most of these initiatives are targeted at pupils with identified needs in these areas but also include other pupils to broaden the impact of the initiative and to respect pupil confidentiality in sensitive areas. All pupils benefit from the learning mentor initiative through class discussion time where pupils learn to recognise their feelings and talk about them. Over time they begin to understand how they react to situations and whether their reactions are appropriate. They also begin to understand the impact their behaviour has on others. The successful implementation of these initiatives gives a clear indication of the trust pupils have in the adults who work with them and the great emphasis the school places on the personal development of its pupils. The work of the learning mentors is a clear indication of the effective use the school is making of its involvement in the Excellence in Cities initiative.
34. The school has good procedures for assessing pupils' academic progress over time and has developed a range of intervention strategies to address any problems with learning that these highlight. This ensures that pupils receive good long-term advice, support and guidance. However, on a daily basis, assessment is less effective. Therefore, pupils are not as clear about how to improve their work as they could be. Pupils who have special educational needs are well cared for and supported by school staff. The school meets pupils' individual needs by monitoring the progress they make against the targets in their individual education plans and through the school's assessment systems. Teaching assistants play an important role, checking whether a pupil is on course to meet academic targets and, if not, liaising with the class teacher to decide whether any changes are required to the type of support offered. The school's learning mentors play an important role in supporting pupils who have special educational needs, liaising closely with teachers and pupils.
35. The school works hard to seek and take account of the views of its pupils. All adults in the school listen to pupils, valuing and supporting their ideas wherever possible. There is a vibrant, although recently formed school council, comprising representatives from all age groups in the school. They meet regularly and discuss all aspects of the life of their school. As yet the council has had limited influence on the development of the school. However, the members are full of ideas and through its work pupils are becoming more involved in shaping the school in a regular, consistent way.

Partnership with parents, other schools and the community

The school has established good links with parents and the community. It has satisfactory links with other schools and colleges.

Main strengths and weaknesses

- The school provides good information and support for parents and carers
- Some aspects of pupils' learning at home are not as productive as the school would wish
- The school has good links with the local community, which work to their mutual benefit

Commentary

36. The school works hard to support parents and to encourage them to become involved in the children's learning. The learning mentors and the parental involvement officer organise regular courses in school to improve parents' learning and parenting skills and to support parents in their role as partners in their children's education. Learning mentors run courses addressing specific issues such as managing difficult behaviour, and also give individual support where this is needed, involving outside agencies if this is appropriate. Staff of the school are available every morning at the breakfast club to speak to parents and the learning mentors and the parental involvement officer try to manage their time so that one of them is always available to speak to any parent without an appointment. The school has good procedures to identify pupils who may need additional help in order to access the full curriculum. When a concern is first raised, either by a parent or a class teacher, pupils are monitored closely.
37. Despite these initiatives, the school believes that many children are not heard to read at home and homework is too often not completed. This has a negative effect on pupils' learning outside of school. Parents of pupils who have special educational needs are invited to attend review meetings to discuss progress and set new targets, but their response is mixed and at times not fully supportive of pupils' learning.
38. The school has good links with the local community. Good use is made of school premises for holiday play schemes, weekly karate and aerobics classes and a parent and toddler group. In addition Bradford College uses the community room at the school to run courses leading to accreditation in literacy and numeracy for the community, and some parents have progressed from these courses into employment. These links are a further demonstration of the depth of support provided for parents by the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is very good and the quality of leadership and management provided by senior staff is good. Governance is very good and statutory requirements are met well.

Main strengths and weaknesses

- The headteacher, supported by a very effective governing body, has led the school through a period of considerable uncertainty and change to create a vibrant and inclusive primary school
- The headteacher displays clear vision and a very strong sense of purpose and commitment
- The governing body takes an active role in all aspects of the school and is fully involved in its strategic development
- The planning for school improvement is based on accurate self-evaluation but the document itself does not identify the major priorities clearly enough
- Finances are managed efficiently and the school provides good value for money

Commentary

39. In September 2000 Parkland Primary School was formed on the site of a first and middle school. Since that time the headteacher and governors have not only had the challenge of creating a fully-fledged primary school but have faced also the prospect of closure. Faced with these challenges the headteacher and governing body have proved to be a formidable team. Their experience, determination and expertise convinced the local education authority (LEA) to keep the school open and together they have created a school that is held in high regard by the community and by parents. They have constructed a team of teachers and support staff who work tirelessly for the well-being of the pupils and who have a determination to raise standards. As a result of their work the school has an atmosphere of care and support where everyone is fully included and a strong family ethos is evident throughout. As changes have taken place

there has been full consultation with all those involved in the life of the school so that everyone feels they have a stake in its future.

40. Under the skilled leadership of the headteacher and the fully involved governing body, the school is providing a good quality of education for its pupils, and standards are starting to rise. The headteacher has high aspirations for the school and a very clear vision of where it is going to develop and grow in the years to come. She has a detailed understanding of the areas that are in need of further development and how improvements can be achieved. The deputy headteacher and the senior management team are enthusiastic and committed to fulfilling the ambitions of the whole school community, including parents and pupils. They share the high expectations of the headteacher, and her determination and commitment to providing pupils with an effective education centring on the key aim of improving the quality of life for all.
41. The school has recently lost three experienced members of staff who have gained promotions and this has led to changes in the management of subjects. The new co-ordinators have made a good start but in some subjects, such as ICT, have not had time to acquire a comprehensive picture of how well the pupils are achieving in all classes. Correct management decisions are being made but some are not as well informed as they could be. Although school management is good there is scope to strengthen it by establishing a fully consistent approach to monitoring planning, evaluating teaching and scrutinising pupils' work now that the new team of subject leaders is in place
42. The special educational needs co-ordinator was absent through illness at the time of the inspection. However, provision in this area suggests that leadership and management are good. There are good procedures in place to ensure pupils' needs are met through appropriate classroom provision and regular reviews. Provision in classrooms is monitored regularly to ensure pupils' individual education plans and pastoral support plans are being delivered appropriately. The co-ordinator works closely with the learning mentors to keep parents fully informed, and seeks to develop a partnership with parents.
43. The school's self-evaluation systems are very effective and accurate. The headteacher and deputy headteacher collect a good deal of detailed information about how pupils are performing in school and use this well to identify the school's priorities for improvement. Strategic planning is very good and the school improvement plan identifies all the areas for development. However, the document itself is extremely wordy and does not constitute an efficient management tool. The school's key priorities tend to get lost amongst a plethora of other information and how well the school is progressing towards its targets is difficult to isolate.
44. Governance is very good. The governing body is extremely well led and has a considerable range of expertise that enables it to be an effective partner in the development of the school. Members of the governing body are very well informed and have a good view of the school's strengths and weaknesses, and what strategic action needs to be taken. They have a clear understanding of the challenges the school faces in maintaining such a large building and site, and decisions made are objective, based on first-hand knowledge and support the aim of sustaining a fully inclusive school. All members of the governing body are linked to particular classes in the school and this provides them with a strong point of contact. They receive regular curriculum reports from co-ordinators and strike an effective balance between supporting the school's work and challenging it to do even better.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	809672	Balance from previous year	83765
Total expenditure	818717	Balance carried forward to the next year	74720
Expenditure per pupil	2823		

45. Financial planning is good and the governors, headteacher and senior managers all play their part in ensuring that the money provided for pupils' education is spent well. Senior staff and governors recognise that the large financial surplus the school has accrued needs to be utilised in support of pupils' learning and plans are under consideration to reduce it significantly. Future models for staffing are currently being costed and the impact they will have on the provision closely examined. All the models under consideration will significantly lower the current budget surplus. The school spends a broadly average amount on each pupil's education. The gains pupils make for this level of spending represents good value for money

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. When children first join the nursery the majority have skills that are much lower than those often found at this age. Their speech is difficult to understand, they lack self-confidence and have very low self-esteem and have little understanding of the world in which they live. While in the Foundation Stage classes, children, including those with special educational needs, make very good progress in personal, social and emotional development and good progress in the other areas of learning. Despite this marked development very few are likely to have met the early learning goals by the end of their time in the reception class and the majority enter Year 1 with attainment which is well below expectations for their age. Problems with speaking skills persist and have an adverse effect on children's ability to express themselves in language and literacy, mathematics and knowledge and understanding of the world.
47. Although the nursery and the reception class are some distance apart the teachers and support staff work together as a Foundation Stage team. Recently they have refined their planning so that there is a common approach to the way they organise activities. The methods of recording children's progress in the nursery continue in the same format through to the end of reception. Planning is very thorough and staff ensure that daily activities meet the needs of all the children. Changes in teaching and learning styles are phased in gradually and by the time children reach the end of the reception year they are beginning to enjoy elements of the literacy and numeracy strategies. The teaching is good with significant strengths in personal and social development. In the nursery a substantial contribution to the children's learning comes from the work of the nursery assistants. A consistently effective feature is the use that staff make of assessment. Teachers and support staff monitor and assess the work of the children continually and use the information from the assessments well to plan activities that take the children progressively forward.
48. From the outset nursery staff forge constructive links with parents. They make home visits and hold an induction meeting for parents in the term prior to the child starting and provide regular very good quality information for parents throughout the child's time in nursery. The positive effects of these initiatives can be seen in the relaxed way in which parents come in with their children, which has a settling effect on the children themselves.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for children's personal, social and emotional development is **very good**.

Main strengths and weaknesses

- In all the children's activities the teachers promote this aspect of the children's learning very well
- Relationships between children and adults are very good and help the children to develop confidence and self-esteem
- Children learn to share things with each other, take turns and gain the confidence to try new activities

Commentary

49. Teachers place a strong emphasis on this area of learning throughout the Foundation Stage and nursery children soon begin to learn the classroom routines; how many are allowed at the water tray at any one time, how many in the construction area and what they do when they first arrive. The consistency of approach to procedures and routines that Foundation Stage staff apply provides children with security and gives them the confidence to try things for themselves. When sitting with the children staff frequently engage the children in talking about personal and social aspects of their work, such as the importance of taking care of things. One of the notable

features of group work is the way in which children relate to each other and to the teacher. Incidents of unsociable behaviour, such as snatching things away from each other or not being willing to share items of equipment, are rare, and all children work in a sensible and supportive way. Teaching and learning are very good in this area of learning, leading to the very positive achievement. Class discussion time in the reception class is a recent innovation and adds a further productive dimension to children's personal, social and emotional development. The progress children make in this area of learning is extremely rapid and, unlike in other areas, many children are likely to achieve the targets for their age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children show a good level of interest in books and enjoy reading with the teacher
- Listening skills improve considerably as children progress through the Foundation Stage
- Poor speaking skills are a continual problem for many children

Commentary

50. Although children achieve well in this area of learning the majority of them will not reach the early learning goals and standards are well below those expected for children of a similar age. Teaching is good and activities are carefully planned to meet the needs of all the children. Displays in the nursery and the reception classes emphasise and reinforce language and wherever children look they see the words that are a part of their everyday lives. When they arrive in the nursery there is a table with their name card on and their first task is to identify their own name. At snack time the cartons of milk have individual names on them and they have to find their own milk by recognising their names. In the reception class staff display the beginnings for sentences to help children with their writing. Books are readily available so that as the mood takes them children can open them and look inside at what they contain. This emphasis on words, letters and books moves children's learning in literacy forwards at a good pace. Children's listening skills steadily improve and they learn to follow instructions correctly and listen closely to what they have to do next. However, despite teacher's best efforts, children's speaking skills are still poorly developed by the end of their time in the reception class. They arrive with very little effective language. The weaknesses became very evident during class discussion time. While children were eager to make a contribution, when given the opportunity most struggled to find the words to express themselves and often resorted to repeating something someone had already said.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Children enjoy their number work
- Activities are lively and practical and capture the interest of the children
- Poor speaking skills affect their ability to explain what they have done and to learn from the experience

Commentary

51. Achievement in this area of learning is good. Effective teaching ensures that children make sustained improvement but in spite of this standards at the end of the reception year are well below expectation. Children's enjoyment of mathematics builds gradually throughout their time in the Foundation Stage classes and by the end of the reception year children thoroughly enjoy

working with numbers. During a lively mental session which involved the children in recognising numbers between ten and 20, they become very excited with the success they were achieving, responding well when the teacher increased the level of challenge. Teachers make good use of number rhymes, such as 'Mary at the garden gate' to help children acquire counting skills and learn the sequence of numbers. In the nursery the children have made their own fishing game, cutting out the fish, colouring them and putting a number on the back. With the nursery assistant the children take it in turn to fish and then to find the number on the back or count the spots near the number. Activities like this engage the children in learning in an enjoyable and relaxed manner. However, many children have difficulty remembering numbers, something that is not helped by weaknesses in their speech. When asked questions during mathematical activities children are often slow to respond because they are struggling for the words and this slows the pace of their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Activities planned for the children are lively and interesting, and they find them fun
- Good opportunities are taken to involve the parents
- Poor speaking skills inhibit the children's ability to talk about what they are learning and to remember things they have encountered in the past.

Commentary

52. Although by the end of their time in the reception class children's knowledge and understanding of the world is still well below expectations, they achieve well during their time in the Foundation stage and make good progress. This is due to the good teaching and the range of lively practical activities with which they are provided. In the nursery the children were testing a range of objects to see which would float and which would sink before putting them into groups. Next day the teacher joined the children at the water tray and through clever questioning extended their thinking and understanding. When the parents arrived there was a table in the entrance with an object on it and with the help of their mum, dad or carer children had to decide whether it was a floater or a sinker. The nursery assistant has a whole range of substances from sugar to paper and the children find out if the material changes when water is added. Reception children learn about change by baking and decorating buns, effectively building on what was learned in the nursery. Once again, progress in this area of learning is slowed by the children's poor speaking skills as they find difficulty in finding the appropriate words to describe what is happening and to recall past experiences and events.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children acquire appropriate skills in using small tools for writing, drawing and construction work
- Provision for outdoor play in reception is limited and this adversely affects what children can learn

Commentary

53. Overall, children achieve well in this area of learning and make good progress towards the majority of the early learning goals. The teaching is good and children respond well to the range of experiences staff provide for them. In the nursery, children gain considerable confidence in using small tools. With the help of the teacher and the nursery nurses they learn how to use

scissors to cut out shapes. At the easel they paint with enthusiasm using brushes effectively to mix colours and apply the paint to the paper. At the writing table children start to gain control with mark-making implements while learning to form the letters in their names. Regular activities in the outdoor play area in the nursery give children plenty of scope to develop their climbing, crawling and balancing skills, and the range of wheeled toys helps them to improve their control and use of space. Although in the reception class they have access to the school hall they do not have an outdoor play area and the good start children made with large equipment in the nursery is not fully built on. As a result children's learning in some aspects of physical development slows.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The creative activities teacher provide often link well with other areas of learning
- Children enjoy and benefit from a good range of creative activities

Commentary

54. Teaching is good and children achieve well in this area of learning. Staff link children's creative development productively to other areas of their learning, particularly personal, social and emotional development. Good use is made of the role-play area to engage children in playing with, or alongside, other children. This area is currently a beach shop. The nursery nurse said to one child, "Do you think you could go to the shop and buy me a sun hat?" This engaged the child well in role-playing a customer. By going to the shopkeeper and asking for the item and then paying for it, creativity and mathematics were effectively combined. A wide range of creative activities, including music, are readily available to the children each day and the staff plan skilfully to ensure that children have the opportunity to develop a wide range of creative skills.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Although standards of attainment are below national averages in reading and writing, pupils of all ages achieve well
- Speaking and listening skills are not developed consistently, adversely affecting the standards, pupils achieve
- Teachers are providing good opportunities for pupils to practise and develop writing skills in a number of curriculum areas
- The quality of marking is variable, and pupils are not always clear what they need to do to improve
- The new library is a good resource and pupils are developing confidence in using it to support their learning in different subjects

Commentary

55. When they enter Year 1 many pupils have communication and language skills that are well below average and in all years there are a significant number of pupils who find learning difficult. Although they work hard and achieve well, they are unable catch up sufficiently by the end of Year 2, where attainment is below average in reading and writing, and well below average in

speaking and listening skills. These grades are often reflected in the results pupils achieve in the national tests at the end of Year 2, although pupils' performance compares favourably with those in similar schools. The gains made in writing reflect the emphasis teachers place on pupils improving all aspects of their writing skills during literacy lessons and through well-planned opportunities for writing in other curriculum subjects.

56. Pupils continue to work hard and achieve well as they move through Years 3 to 6, but their attainment in the national tests does not reflect the good, and sometimes very good, teaching seen during the inspection, or the quality of work found in pupils' books. Inspection evidence indicates that pupils' work is below rather than well below average in lessons. The difference between test results and class work occurs because many pupils find it difficult to apply the good skills acquired in lessons to test situations, and sometimes they have problems recalling key parts of their learning. Overall, Year 6 pupils have made good progress during their time in Years 3 to 6, particularly when the disruption caused by the school's reorganisation is taken into account. Against that background, the 2003 results reflect good achievement, because pupils' performance was above those of similar schools. Pupils who have special educational needs achieve well, in relation to their prior attainment, and there are no significant differences in the attainment of girls and boys, or pupils of different ethnicity.
57. The quality of teaching is good, and in some lessons it is very good. The most effective lessons include opportunities for pupils to develop a broad range of language and literacy skills. For example, by assuming the role of the main character from a story, the teacher encouraged Year 6 pupils to ask searching questions about how she felt when people were being nasty. The teacher skilfully dealt with each of the questions, and engaged pupils' interest very well. As a result, they had a clear understanding of how the character felt, and this helped them to make very good progress when they started writing play scripts. In this lesson pupils had very good opportunities to develop speaking and listening skills. However, across the school as a whole, the teaching and learning of these important skills vary too widely in quality and effectiveness. In general, too many opportunities to teach speaking and listening through all subjects are missed. One exception is in religious education in which pupils' speaking and listening skills are developed well through drama.
58. Reading skills are taught well. Teachers ensure pupils understand the organisation of a book, can talk about characters and are able to deduce additional details from the text. For example, in a good lesson in Year 4 the teacher started by reminding pupils of the strategies they should use to tackle unfamiliar words and followed this with a range of well-chosen questions to check and develop each pupil's understanding of their chosen book. Pupils' progress is monitored closely through regular reading assessments. Those who need additional support are identified, and receive extra help in literacy sessions, or through one of the successful local and national initiatives the school has adopted to promote pupils' reading skills. The school encourages pupils to read at home, but discussions with older pupils revealed they rarely read to anyone outside school, although some visit a local library. Nevertheless, pupils are beginning to develop firm preferences for the work of different authors; Jacqueline Wilson and JK Rowling are favourites. Pupils are very positive about the school's new library, which has been refurbished to a high standard. Pupils in Year 6 use the library confidently to search for books on specific topics, and know how to refine a search within a selected book. Pupils' library skills are developing well, and they are using its facilities increasingly to support learning across the curriculum.
59. Leadership and management of the subject are good. The joint co-ordinators work closely with the school's assessment co-ordinator to evaluate the outcomes of national and optional tests, and communicate these to staff so that planning and teaching are targeted effectively. There has been a cycle of lesson observations by the headteacher and LEA advisers, and the strengths of the teaching and learning and areas for development have been communicated to the co-ordinators. As a result, teachers focus clearly on sharing learning objectives with pupils, and in making the final part of a lesson a more effective way of consolidating and extending the learning. There has been insufficient guidance to teachers on how to improve the quality of marking, however, and this varies from class to class. Some teachers celebrate pupils' work, but

do not put enough information to help pupils understand what they need to do to improve. Yet, in other books there are detailed comments that identify what a pupil has done well and the most important things they need to do to improve. The quality of marking is improving, following staff discussions earlier in the year, but recent guidance is not yet securely established as school policy. There are sufficient resources to teach the subject effectively, but the range of non-fiction books in classrooms is limited.

Language and literacy across the curriculum

60. Overall, the use of language and literacy across the curriculum is good. There are frequent opportunities for pupils to read and write in other subjects, particularly history, geography and religious education. For example, in religious education Year 6 pupils have written detailed accounts of Daniel in the Lion's Den, and in Year 4 about David and Goliath. In science lessons pupils are expected to write for different purposes, for example when planning an investigation, writing up their results and drawing conclusions. The development of pupils' speaking and listening skills through other subjects is inconsistent and lacks the attention given to reading and writing. There is insufficient use of ICT in the development of pupils' language and literacy skills. For example, very few pupils understand how the computer can help them draft and redraft written work to improve its quality.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Throughout the school pupils make good progress in all aspects of mathematics
- Pupils have very positive attitudes to the subject and approach new learning with interest
- Regular opportunities to solve problems enables pupils to develop effective mathematical skills
- Lessons are well planned with interesting activities
- Poor speaking skills inhibit pupils' responses to oral questions

Commentary

61. Pupils' achievement in mathematics is good, although the results they attain in the national tests are often lower than those of most other schools. Analysis of the work they do in their books and observations made in the classrooms show clearly that pupils perform much better on a day-to-day basis than they do under test conditions. In lessons they receive plenty of encouragement from their teachers and often an odd well-chosen word is enough to give pupils the confidence to tackle a question. In tests none of this support is available and pupils are quickly thrown by unfamiliar wording or presentation.

62. The pupils display a healthy curiosity about numbers and an enthusiasm for all aspects of mathematics. In Year 2 the lesson buzzed with interest and excitement as pupils went about comparing capacities of different vessels. When it came to the practical activity they could not wait to make a start and throughout the task they concentrated well and co-operated constructively with each other. This level of interest was present in all the lessons seen and contributes to the good achievement of the pupils. Pupils with special educational needs make good progress because the work they are given encourages their learning and helps them to achieve success.

63. The attention to detail teachers pay when planning lessons is one primary reason why pupils show such positive attitudes. Each lesson begins with a lively mental session, with teachers taking care to address questions to all the pupils and to tailor them to their individual attainment. They follow these with interesting activities which encourage pupils to think and absorb them in their learning. Year 6 pupils began their lesson with a pacy mental session on money, calculating values quickly against the clock. When it came to the main body of the lesson the

teacher had been to the 'Pizza Hut' and acquired menus for each pair of pupils to work from. The problems pupils had to solve were all connected to the menus, something they would have been familiar with out of school. By setting the work in such a familiar context the teacher brought home to the pupils that the mathematics they were learning was part of their everyday lives. This gives pupils an understanding of the importance of what they are learning and encourages their efforts.

64. By adopting different approaches in lessons teachers maintain the pupils' interest and enable activities to flow and move on at a good pace. For example, teachers often make use of the overhead projector to provide another dimension to the lesson and instead of working in their books pupils use their own small whiteboards to write their answers on so that they can hold them up for the teacher to check. When planning lessons teachers place considerable emphasis on work that involves pupils in the solving of problems so that pupils have regular opportunities to develop their skills and apply their knowledge. In a lively and interesting Year 6 lesson the pupils were given straws and working in pairs they had to construct a number of squares. This was a challenging problem because in order to find a solution they had to recognise that there were squares within squares. When they realised that this was the key they were delighted and quickly came up with a solution.
65. In this lesson the teacher utilised the opportunities the activity presented to promote pupils' speaking and listening skills well by asking pupils to report back to the class "...in a clear Year 6 voice." In other lessons teachers do not utilise these opportunities well enough. Pupils are struggling to overcome poor speaking skills and this holds back their progress. In lessons they often find it difficult to articulate how they have done a particular task. Sometimes a hand will go up to answer a question and when the pupil is prompted to reply they remain silent because they do not have the vocabulary to construct an answer. All the teachers are aware of this and make particular efforts to engage pupils in talking about their work. However, the teaching of speaking and listening through mathematics is inconsistent across the school and lacks structure.
66. The mathematics curriculum is well managed. The co-ordinator for the subject has held the post only since January but she has a very clear grasp of current strengths and weaknesses. Observations form part of the monitoring strategy as does the scrutiny of pupils' work and teachers' planning. There is a thorough analysis of the national tests and the optional tests and this information is used well to set targets for year groups.

Mathematics across the curriculum

67. Satisfactory use is made of mathematics across the curriculum. In science, pupils develop and utilise their skills in measurement and handle and present data in a variety of ways so that the outcomes of their investigations can be understood. In geography and history, pupils use their numerical skills when calculating dates and finding events on a time line. Skills in using co-ordinates are applied to their map work in geography, and when making models of mountains they use measuring skills to show where the contours lie.

SCIENCE

The provision for science is **good**.

Main strengths and weaknesses

- Pupils of all ages achieve well although standards are not as high as in most schools
- The teaching is good and as a result pupils learn effectively
- The curriculum is very appropriate and provides pupils with plenty of opportunities to investigate for themselves
- Pupils' reading and writing skills are promoted well but speaking and listening are not utilised effectively enough
- The subject is managed well but information from pupils' work is under-used

Commentary

68. The work pupils do in their books and the confident manner in which pupils of all ages set about their science work during lessons indicate clearly that achievement throughout the school is good. However, standards are below the national average in both Year 2 and Year 6 because in all classes there is a high proportion of pupils with special educational needs, many of whom have specific difficulties in retaining scientific information. In addition, relatively few pupils attain standards that are above average for their age. Test results at the end of Year 6 are lower than in most schools but compare favourably with those of schools in a similar context. When pupils leave at the end of Year 6 they take with them a good understanding of what working scientifically involves and how the key ideas of science relate to the world around them. When this is compared with the very weak knowledge and understanding children have when they first enter the nursery, it is clear they progressed well during their time at Parkland.
69. The quality of pupils' work in lessons is often significantly better than their test results, particularly in the area of scientific investigation. In discussion Year 6 pupils gave a clear indication of why this might be. They related how they often knew the answer to a question but experienced considerable difficulty explaining it in ways that others could understand. Good teaching in lessons helps to ensure that these difficulties do not prevent pupils learning science. The practical nature of the activities pupils are given means that for much of the time pupils are actively engaged in finding out things for themselves. At the time of the inspection Year 6 pupils were currently investigating the factors that affect the performance of parachutes and Year 4 pupils were looking at what affects the size and movement of shadows. Such experiences enable pupils to develop a solid understanding of key ideas such how air resistance affects a falling object and why, out of doors, shadows change position throughout the day.
70. In addition, because they are regularly involved in scientific enquiry, many pupils develop a solid understanding of the procedures they need to apply to obtain reliable information through investigation. They appreciate that a test may need to be repeated to ensure the reliability of results and they can identify the factors that need to be controlled and those that will vary. There is, however, a significant minority of lower attaining pupils who need frequent support and guidance to help them investigate effectively. This support is always available from teachers and classroom assistants so that all pupils are able to participate in the lessons and learn from the experiences. The high level of involvement pupils have in all activities generates an enthusiasm for science. Teachers plan a wide range of activities which pupils find interesting and at the beginning of lessons there is a discernible air of expectancy about the things that might be discovered today. Even when they find the work hard pupils stay on task and try their best to meet the objectives the teacher has set for their learning.
71. Teachers use science well to extend pupils' reading and writing. Pupils are often required to contribute to the structure of an investigation and in doing so to write a plan of action. Because they are writing for a purpose pupils concentrate well on getting down all the key information they need to guide their enquiries. Teachers' insistence on good quality records helps ensure that pupils of all levels of attainment pay due attention to what they are writing. Year 2 pupils wrote well-observed accounts of the structure and features of a flowering plant, as they came to realise that living things have characteristics all of their own. The development of speaking and listening is not as well structured and often is an incidental rather than a planned part of an activity. Opportunities for pupils to develop oral language by discussing their work, explaining their thinking to others and giving presentations of their findings are too ad hoc. In general, insufficient attention is paid to the development of pupils' speaking and listening skills.
72. Subject management is good. The co-ordinator has a secure understanding of the subject's strengths and an accurate perception of what needs further development. For example, he correctly identified the need for more detailed assessment information and has put in place a well-conceived set of procedures to enable this to be systematically gathered. The strategies used to monitor subject provision are satisfactory, but the lack of a systematic approach to the scrutiny of pupils' work means that an important source of information is not being fully utilised and management's picture of standards across the school is not fully complete.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory but improving**.

Main strengths and weaknesses

- Standards and achievement are too low
- There are shortcomings in teaching which adversely affect pupils' learning
- Pupils enjoy working on the computers but are not yet confident in their use
- The use of ICT in other subjects is unsatisfactory.
- Leadership and management have begun the process of improving standards but have yet to gain a clear view of teaching and learning across the school

Commentary

73. Standards by Years 2 and 6 are well below expectations, and, across the school as whole pupils' achievement is unsatisfactory. This is attributable to a lack of subject development, something the school acknowledges and has started to address. Insufficient resources and inadequate training for staff have adversely affected any attempts the school has made to improve teaching and learning, but there has also been too little purposeful intent to raise standards in this subject. The school has a new and enthusiastic subject co-ordinator who has started to take a lead in making the necessary changes. Despite there being much to do, the steps she has taken, with the full support of senior management, are already beginning to have a positive effect on pupils' skills and understanding.
74. Recent improvements to resources have provided the school with a well-equipped computer room with sufficient modern personal computers for a whole class. Only recently have teachers been able to sit all pupils down individually at a computer and instruct the whole class on how to use a particular program, before letting them practise at their own speed what they have been taught. Year 6 pupils relate, with some regret, how in the past they have had to share machines or work on paper and pencil tasks while others used the computers. This has clearly restricted their learning and the range of skills most pupils show is far too narrow for their age. The exception is Year 1 pupils who have clearly benefited from the improvements and they alone are showing the level of achievement that could be expected. For example, they handle the computer mouse competently when instructing an on-screen turtle to take a particular path or directing a caterpillar towards the image of strawberries. In most instances pupils of different ages are able to follow the instructions they are given by the teacher but are soon confused if they encounter something they were not expecting and cannot work out what to do if they have forgotten what the teacher said. Only a minority of pupils sit at the computer confidently and with the authority that comes with being in full control of what they are doing.
75. In the lessons seen in the computer room the teaching of basic skills was at least satisfactory and on occasions it was good. Instructions were given clearly and teachers showed good understanding of what they wanted pupils to learn. The support provided by teachers and classroom assistants ensured that any problems pupils encountered were quickly addressed and efficient use was made of the time available. However, despite these positive attributes, across the school as a whole the teaching is unsatisfactory because pupils are not yet learning enough. Achievement is too low, the experiences pupils are receiving are not broad enough to enable them to develop the full range of ICT skills, and the use of computers and other technology is not yet embedded sufficiently in the teaching of all subjects. Most pupils show high levels of interest and enjoyment when using the computer and generally behave well. On occasions they become too excited and do not listen closely enough to the teacher. When this happens learning slows because the teacher has to repeat instructions or stop them for a reminder of what is expected.
76. The recently appointed co-ordinator has the experience of leading the subject in other schools and brings a much-needed level of expertise to the post. Although the co-ordinator has had

insufficient time to gain a clear picture of the effect provision is having on pupils' learning, the school's immediate priorities have been correctly identified and short-term measures put in place to boost achievement as much as possible. As a result Year 6 pupils are leaving in a few weeks time with a small range of basic skills, although not all that they should have. The co-ordinator has constructed an appropriate action plan which shows a clear determination to raise standards. While the signs are encouraging, it would be inappropriate at this time to make a judgement about the quality of subject management.

Information and communication technology across the curriculum

77. The use of ICT across the curriculum is poor. Minimal use is made of computers to enhance pupils' learning across the curriculum as a whole, and pupils have little understanding of how ICT can aid their learning in different subjects. Many still regard the computer as an interesting and entertaining toy and do not link the things they learn in ICT lessons to other aspects of their school work. For example, there are few who recognise how the word processing facilities of the computer can help them re-draft their written work to improve its quality. With the exception of one older machine, there are no computers in classrooms, although three are about to be installed. Consequently teachers and pupils do not yet see the computer as an integral part of their learning environment.

HUMANITIES

78. There was insufficient evidence to support overall judgements about provision, standards or the quality of teaching and learning in **geography** and **history** as only one lesson was seen in each subject. Teachers' planning was looked at, samples of work analysed and discussions held with pupils.
79. The curriculum for **history** is satisfactory. Appropriate opportunities are provided for pupils to develop their skills of enquiry through the use of a good range of books, pictures, videos and artefacts. However, pupils do not have sufficient opportunities to use computers to aid their research. Pupils in Years 1 and 2 develop a sound understanding of the past through looking at how people lived at the time of their grandparents. They look at implements and devices and are able to talk and write about how they are different from the ones we have today and how they have changed. In the lesson observed in Year 2, the teacher made good use of a video film that showed pupils toys from the 1960s. This stimulated much interest as there were several that have now become part of our culture that the pupils had never seen before. Pupils in Years 3 and 4 learn about the settlers who had come to our shores and have looked at aspects of the lives of Vikings and Romans. Older pupils have studied aspects of Victorians and related their work to the many period buildings in and around Bradford. Discussion with pupils revealed how much they enjoyed this work and the pleasure they gained from learning about the living history of their own city.
80. A satisfactory curriculum is in place in **geography**. Pupils in Years 1 and 2 make good use of the local environment during visits they make to the area around the school. They talk about and discuss things they see on the way to school, which lays the foundations of route planning and simple map making. Mapping skills progress in Years 3 and 4 as pupils study the local area and learn how to make a key to a map. Older pupils do extensive work on the water cycle, looking at rivers and the conservation of water. This study is extended into how rivers are polluted and how acid rain affects the environment, helping pupils become aware of social issues and the responsibilities we all share. Pupils compare and contrast the environment they live in with the village of Clapham in the Yorkshire Dales and learn to recognise how the locality affects different aspects of people's lives. Pupils in Year 5 thoroughly enjoyed debating the merits of providing a safe crossing over Leeds Road. They consider the costs and the effect on the environment of a pelican crossing, a subway, a lollipop lady or a traffic island. Real issues near to home stimulated and engaged the pupils in a valuable learning experience. A feature of the work pupils do in both history and geography is the benefit it brings to literacy through the opportunities teachers create for pupils to use and apply their reading and writing skills.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- The school follows the guidance in the locally agreed syllabus well to develop pupils' understanding of different religions
- Pupils' skills in language and literacy are promoted effectively when they write about world religions
- The subject co-ordinator has a clear vision for the subject

Commentary

81. Standards are broadly in line with the requirements of the locally agreed syllabus. By the end of Year 6 pupils use their knowledge and understanding of religions well to discuss similarities and differences between them. For example, in a good Year 6 lesson pupils were finding out why light is important to Christians at Christmas time. This led to an in-depth study of the Christingle and by the end of the lesson pupils were using prior knowledge of Judaism to make comparisons between the significance of light to Christians and Jews. Teachers exploit links between personal, social, health and citizenship education and religious education well. This is enabling pupils to develop an understanding of global issues, and the importance of caring for our world and each other. For example, in Year 1 pupils have considered 'Our World'. They have found out why it is important to look after the planet, and the importance of sharing precious resources with others. In Year 4 pupils have explored living and working together, and considered ways of making those new to the school welcome. These studies are contributing well to pupils' understanding of the cultural and religious diversity of the world, and the importance of living together harmoniously.
82. Teaching and learning are good. The effective teaching seen in Year 6 is reflected in the good quality of work pupils produce in their books, where they have completed a significant amount of written work about Judaism and Christianity. They have used skills developed in literacy lessons well to write full and detailed accounts of Biblical events, such as 'Daniel in the Lion's Den'. Their work on symbols of Christianity, where they have designed a book of crosses, is of a high standard, and valued by teachers who construct attractive displays of pupils' work. Teachers make productive use of drama to help pupils' develop their speaking and listening skills. For example, when pupils were studying Jonah and the whale they put together six separate scenes to reflect events, up to the point of Jonah's repentance.
83. Leadership and management are good. Religious education has not been a priority in the school improvement plan, but the co-ordinator is keen to develop the subject further through greater emphasis on using pupils' learning about religions, to help them learn from religions. Religious education is promoted well through acts of collective worship. For example, in the headteacher's assembly she focused on working as a team, and drew upon Jesus' preaching when he advised his disciples how to work together and love one another. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. Only a small number of lessons were seen in **design and technology** (one), **music** (two) and **physical education** (two) and none were seen in **art and design**. It is, therefore, not possible to make detailed judgements about the provision in these subjects. Further information was gained from discussions with staff and pupils, and from observations of pupils' work and teachers' planning.
85. No lessons were seen in **art and design**, therefore it is not possible to evaluate the quality of teaching and learning, or standards overall. Work on display indicates there is a clear focus in

the curriculum on developing pupils' skills progressively. For example, in Year 1, pupils have experimented with malleable materials and made tiles out of clay. They have also completed a 'relief' picture using natural materials, such as conifers, leaves, twigs and shells. They have used these materials imaginatively to create work that is of a high standard. In Year 5 pupils have produced 'talking textiles' where they have told the story of 'The Dragon with a Thousand Teeth', using paint, clay, sugar paper, tissue paper and pipe cleaners to create a good visual effect. A constructive self-evaluation of the work has enabled pupils to establish what has worked well, and what they would improve next time. In discussions, Year 6 pupils indicate positive attitudes to art and design. They have particularly enjoyed making masks, in work linked to literacy. One pupil has written, "They're staring at me, who could they be, that mask is hiding their identity?" Similarly, in the after-school activities club for Years 1 and 2, pupils have made impressive-looking masks using a range of skills to achieve a very good finished result. Pupils make some use of ICT to aid their learning of art although the curriculum in this respect is rather limited.

86. Insufficient **design and technology** lessons were seen to make an overall judgement of standards of achievement or of the quality of teaching and learning. In the lesson seen in Year 5 pupils were actively and enthusiastically involved in making their own musical instruments. Product quality was around that expected for pupils of this age and the success pupils achieved was a source of considerable pride and pleasure. The atmosphere in the classroom was busy and productive and pupils readily shared materials and helped each other. The curriculum provides pupils with activities which lead to a progressive increase in knowledge and understanding. In the area of mechanisms, for example, Year 1 pupils use paper fasteners to make a dinosaur's tail move, Year 4 pupils employ balloons as pneumatic openers for a monster's mouth and Year 5 push Santa up the chimney using simple cams. Discussions with Year 6 pupils indicated that they have been taught a range of skills and techniques and have acquired a sound grasp of the procedures they need to follow to turn design ideas into finished products. However, pupils' understanding of how to use the outcomes of evaluation to make improvements is less secure.
87. As only two lessons of **music** were seen no judgements can be made about standards, overall, or of the quality of teaching and learning. The school values the benefits music brings to pupils' learning and has created a room dedicated to musical activities. Classroom displays support music well and demonstrate the good links that have been developed with other subjects. For example, in science pupils have investigated how musical instruments make different sounds, and using literacy skills they have written descriptions from which others have to identify the particular instrument. Year 5 pupils have made their own instruments in design and technology lessons and are looking forward to having them evaluated by Year 3. Pupils have positive attitudes to music, and work hard in classroom lessons, and in the large-scale singing sessions provided by visiting teachers. They join in enthusiastically with singing in assembly. There are good opportunities for pupils to take part in extra-curricular musical activities, including choir and recorder. Pupils have visited St George's Hall to take part in a Schools Prom. This gave them the opportunity to perform with hundreds of other children in front of a large audience. In the two lessons observed the quality of teaching was good. In a lesson with pupils in Year 3 there were good opportunities for pupils to sing, clap in time to music and use instruments to play rhythms. Many successfully played the rhythms printed on cards and identified the songs they were chosen from. All pupils participated enthusiastically and achieved well in this lesson, attaining standards in line with national expectations.
88. In the two **physical education** lessons seen, pupils' attainment was around the level expected. However, this is insufficient information upon which to base a secure judgement of achievement across all year groups and the different aspects of physical education. Both lessons were planned to National Curriculum requirements and focused on key skills, in the one instance ball control and in the other problem solving. In one lesson the teacher allowed two Year 6 pupils to lead the warm-up procedures. They did this well, showing good understanding of the need to loosen muscles and ligaments thoroughly before exercise. The standard of pupils' behaviour varied, satisfactory in one lesson but unsatisfactory in the other because pupils did not respond well enough to the teacher's instructions. This slowed their learning and despite the teacher

working closely and determinedly to the lesson plan, pupils made insufficient progress. Year 6 pupils co-operated well in teams to solve the problems the teacher had set them but were given too little opportunity to self-evaluate and to refine the methods they were using. The school provides a very good range of sports clubs for boys and girls including football, rounders and cross-country running which effectively extend the physical education curriculum. Pupils take considerable pride in representing their school in competition with others. The school has recently received the Healthy Schools Award, in which the provision of regular physical activity plays an important part.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Personal, social and health education and citizenship are promoted well in all aspects of school life
- The recently formed school council gives pupils of all ages good insights into the democratic process

Commentary

89. The school's programme for personal, social and health education and citizenship is organised well and includes work on healthy eating, sex and relationships education, drugs and personal safety. There are also regular opportunities for pupils to sit in a circle to discuss issues that guide their relationships with others. The school places great importance on developing each individual, and the whole staff work together as a team to promote pupils' personal development. There was a good example of this in the headteacher's assembly when she projected photographs of staff teams. This included the school's learning mentors and parental involvement officer who make a significant contribution to pupils' personal development, through a variety of initiatives.
90. The work in pupils' books reflects fully the importance the school attaches to this area of pupils' learning. In Year 2, for example, pupils have looked at what happens when we get poorly, and made a distinction between drugs that are good for us and those that are bad. In Year 4 they have discussed the purpose of the school council, and how to make a new arrival in school feel welcome. As part of its planned programme of activities the school applied for healthy schools status, and was awarded this earlier this year in recognition of its work with the school community.
91. The recently formed school council has its own meeting room where important school matters are discussed. In this way, pupils are given opportunities to influence the life of the school, helping them to make their views known. This helps pupils to feel valued, and involved, and gives them an insight into how democratic processes work in the wider world. Pupils of all ages show a good awareness of how to behave in a community and they work together well with good levels of co-operation.

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	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (Ethos)	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	4
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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