

INSPECTION REPORT

POPLARS FARM PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107247

Head teacher: Peter Sumpter

Lead inspector: Steve Bywater

Dates of inspection: 5th – 8th July 2004

Inspection number: 257210

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 to 11
Gender of pupils:	Mixed
Number on roll:	229
School address:	Poplars Park Road Off Kings Road Bradford
Postcode:	BD2 1LQ
Telephone number:	01274 307490
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Appropriate authority:	Governing body
Name of chair of governors:	Mr D Thiara
Date of previous inspection:	7 th May 2002

CHARACTERISTICS OF THE SCHOOL

Poplars Farm is an average-sized primary school in an area close to the centre of Bradford. It was a first school, however, following local education authority reorganisation it became a primary school that admits children between the ages of three and eleven. There are 229 full-time equivalent pupils (253 in total); the nursery offers part-time places for 48 children. Attainment on entry to the school is average, although the full range of attainment is included. Over a third of the pupils are from minority ethnic groups and 10 pupils are at an early stage of language acquisition. There is quite a wide ethnic diversity in the school population with over 10 ethnic groups represented; Indian pupils are the largest group. The proportion of pupils known to be entitled to free school meals is nine per cent, which is below the national average. The proportion of pupils with special educational needs is below the national average at 12 per cent. Their needs are various and include moderate learning difficulties, autism, specific learning difficulties, social, emotional and behavioural difficulties and speech and communication problems. Six pupils have a statement of special educational needs. The school was identified as having serious weaknesses following an Ofsted inspection in May 2002. The school is currently involved in an Excellence in Cities initiative.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18463	Steve Bywater	Lead inspector	Mathematics Science Music Physical education English as an additional language
09974	Daljit Singh	Lay inspector	
33237	Christine Haddock	Team inspector	English Art and design Design and technology Special educational needs
16971	Roger Hardaker	Team inspector	Foundation Stage Information and communication technology History Geography Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

As a result of improvements since the last inspection, **the school's effectiveness is satisfactory.** Teaching and learning are sound overall, but pupils achieve well because there are pockets of good and very good teaching within school. Standards are above average in English and mathematics by the time pupils leave the school. Overall, pupils have a good attitude, good relationships and behave well. This is a caring school, which provides a satisfactory curriculum. The school is satisfactorily led and managed and provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in the nursery, reception, Year 2 and Year 6 classes as a result of consistently good teaching
- The head teacher and key staff have a clear vision and high aspirations
- Teaching assistants and other support staff provide effective support for pupils with special educational needs and for those pupils who speak English as an additional language
- Some of the staff have inappropriate expectations of what pupils can achieve in their work and low expectations of how pupils should behave
- Some aspects of health education are not supported by suitable guidance.

School improvement has been good. The school has resolved the issues of the previous inspection in 2002 well. Standards in English, mathematics and science have risen significantly as a result of improved teaching. Assessment procedures are much improved although some teachers do not yet make sufficient use of the information to challenge all pupils well enough. There is evidence of underachievement in a significant minority of classes. There is good evidence that the head teacher and two other key staff are effectively monitoring the quality of education and standards achieved.

STANDARDS ACHIEVED

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

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. A - very high (top 5% of schools)*

Pupils' achievement is good overall. It is good in nursery and reception, satisfactory in Years 1 and 2 and good in Years 3 to 6. By Year 6, standards exceed those expected for their age in English, mathematics and geography and match those expected in science, information and communication technology (ICT) and religious education. In art and design, design and technology, history, music and physical education there is insufficient evidence to make a judgement. Pupils achieve very well in Year 6. By Year 2, standards in reading, writing, mathematics and science are in line with national expectations. Pupils achieve well in Year 2.

In the nursery and reception classes, children achieve standards which exceed the levels normally expected by the time they join Year 1 in all areas of learning, except communication, language and literacy and creative development where they meet the levels expected.

Pupils with special educational needs and those who speak English as an additional language make good progress because of the support they receive.

Pupils' personal development is good. Their behaviour, attitudes, values and relationships are generally good, although behaviour and attitudes sometimes dip in those classes where teachers do not have high enough expectations and do not consistently apply the behaviour policy. Provision for pupils' spiritual, moral, social and cultural development is good overall but not enough is done to develop pupils' multi-cultural understanding in creative subjects. Attendance is in line with the national average and most pupils are punctual.

QUALITY OF EDUCATION

The quality of education is satisfactory. The quality of teaching is satisfactory overall, with a significant number of good lessons and a few very good and excellent lessons observed. The best teaching and learning are in Years 2 and 6. In the Foundation Stage staff work well together and teaching and learning are also consistently good in both the nursery and reception classes. A particular strength is the way that the teaching assistants are deployed. This leads to pupils with special educational needs and those who speak English as an additional language being included well in lessons. However, low expectations and lack of challenge in a significant minority of lessons lead to teaching which is satisfactory at best in some classes. Some teachers are not using assessment information well enough and as a result a few pupils are underachieving.

The curriculum is satisfactory with the exception of a clear policy for sex education, and there are a satisfactory number of activities to enhance the curriculum within school time and after school. The accommodation and resources are satisfactory overall but there are some significant shortcomings with this building. Although the curriculum can be taught satisfactorily, some rooms are very cramped. Governors have not yet considered ways of overcoming the problems of accessibility should the school need to cater for pupils with limited mobility. The school provides a good level of care and the work of learning mentors is particularly commendable. Support for pupils and guidance are satisfactory. The partnership with parents is satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The head teacher has a clear vision of what needs to be done to improve provision in the school. However, although much of the monitoring and evaluation systems have correctly identified and led to improvements in provision, these have not been robust enough in dealing with some of the weaknesses in teaching. The leadership of key staff is satisfactory. The school has the capacity to build on recent improvements as new staff become more involved in the monitoring process. The governance of school is also satisfactory but a small number of statutory requirements are not met. Governors are beginning to realise their responsibilities and taking an increasing role in school improvement but have not yet implemented a sex education policy or an accessibility plan to cater for pupils who are not mobile.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils think that the school provides well for them. Parents comment favourably about the care which staff take of their children. Pupils make positive comments about the people in school who help them, ICT, school trips and friendships.

IMPROVEMENTS NEEDED

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

- improve the consistency of pupils' achievement in those classes where it is not good enough and rectify the deficiencies in teaching and learning

and, to meet statutory requirements:

- provide a sex education policy
- provide an accessibility plan

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

There is good achievement seen in the Foundation Stage¹ and Year 2 and very good achievement in Year 6. Achievement is **good** overall.

Main strengths and weaknesses

- Children achieve well in the Foundation Stage
- Because of the high quality teaching in Year 6, pupils are attaining standards which are above average in English and mathematics by the time they leave school
- Pupils in some classes do not make the expected progress
- Effectively targeted support ensures that pupils with special educational needs and those who speak English as an additional language make good progress

Commentary

1. Pupils in some classes do not do well enough. There are times when more able pupils are not given sufficiently challenging work and less able pupils are given the same work as everybody else. Some teachers do not take enough account of pupils' prior knowledge and understanding when planning work.
2. Children start in the Foundation Stage with satisfactory skills, knowledge and understanding overall and over the two years in the nursery and reception classes they make good progress as a result of the good quality of teaching they receive. By the time they join Year 1, overall standards exceed the levels expected in all areas of learning except communication, language and literacy and creative development. Although teaching is currently of a high standard in Year 2, overall achievement is satisfactory in Years 1 and 2. The table below shows pupils' performance in the national tests in 2003.

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

Standards in:	School results	National results
reading	16.2 (16.8)	15.7 (15.8)
writing	15.3 (15.1)	14.6 (14.4)
mathematics	16.7 (16.2)	16.3 (16.5)

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

3. When compared with all schools nationally and schools with a similar number of pupils entitled to free school meals, pupils' performance in the national tests was above average in writing and average in reading and mathematics. On the basis of average points, the trend in these subjects has been rising since 1999. There is no significant difference between the attainment of boys and girls over time. Currently, pupils in Year 2 are achieving satisfactorily in reading, writing and mathematics and standards seen are in line with national expectations in reading. Teacher assessment in science indicates that standards are below national expectations

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

because too few pupils are judged to be achieving at a higher level; however, inspection evidence shows standards are close to national expectations.

- Pupils' performance in the Year 6 national tests in 2003 was above the national average in English and mathematics but was below the national average in science. In relation to the average points score when they were in Year 2, the proportion of pupils reaching the expected levels was well above average in English and science and very high (the top five per cent) in mathematics. The high standards in Year 6 are due to the high quality of teaching in this year group and are very much improved since the last inspection. There is no evidence of significant differences in the attainment of boys and girls and no trends can be observed as yet because the school has Year 6 records for only three years.

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

Standards in:	School results	National results
English	27.5 (28.1)	26.8 (27.0)
mathematics	27.9 (26.8)	26.8 (26.7)
science	28.3 (27.4)	28.6 (28.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year

- The current work in Year 6 closely matches the descriptions of the national tests above and confirms the very good achievement in Year 6. However, the achievement in Years 3, 4 and 5 is satisfactory overall, but very uneven. At times pupils' achievement is unsatisfactory due to deficiencies in teaching, including low expectation.
- Pupils throughout the school achieve well in ICT because they have regular access to good quality computers and can use and apply their skills in other subjects. By the end of Year 6, although standards are in line with expectations, a significant number of pupils attain highly. In geography, pupils also achieve well and although standards are in line with expectations by the end of Year 2, they are above expectations by the end of Year 6. In religious education, the standards achieved by pupils in Year 2 and Year 6 match those expected of the locally agreed syllabus and pupils' achievement is satisfactory.
- There was too little evidence to make a firm judgement about standards and achievement in art and design, design and technology, history, music and physical education.
- Pupils with special educational needs make good progress in their learning because of the clearly defined learning targets in their individual education plans and the good support they receive in class, small groups and as individuals. Pupils who speak English as an additional language are supported well by specialist teachers and teaching assistants and these pupils make good progress. Teachers use a good range of resources to help pupils' progress and their gains in knowledge and understanding.

Pupils' attitudes, values and other personal qualities

Pupils' **good attitudes, behaviour and relationships** indicate that pupils want to learn. Their moral and social experiences are well developed and promoted, as well as a strong sense of community in which all pupils are included. Attendance is **satisfactory** and continues to improve.

Main strengths and weaknesses

- Pupils' effective attitudes and constructive relationships with peers and most adults ensure that they achieve well in their personal development
- Behaviour is mostly good in class but deteriorates in lessons with little challenge and low expectation

- Pupils' personal, moral and social development is good
- Most pupils from all backgrounds get on very well together

Commentary

Attendance

Attendance is average. Pupils are punctual to lessons.

Attendance in the latest complete reporting year 94.4%

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.4
National data	5.4	National data	0.4

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

9. Most pupils, including those with special educational needs, usually have good attitudes in lessons. The youngest children settle well into school life and make good progress towards achieving the early learning goals in personal, social and educational development by the end of reception. They enjoy school routines and are keen to make good progress. Throughout the school, the majority of pupils listen attentively, are keen to answer questions and tackle work enthusiastically. However, there are some occasions when teaching is less than stimulating and pupils are bored. When pupils are not interested, a small minority engage in noisy and disruptive behaviour. A significant minority of parents feel that pupils do not behave well. Inspection findings show that most staff manage behaviour in a productive manner. Teachers use praise, rewards and sanctions to do so. This action taken enables pupils from all backgrounds to develop good relationships and discourages racism. Most teachers have a good rapport with pupils. Despite this, it has been necessary to exclude a very small number of pupils who demonstrated unacceptable and violent behaviour.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll of statutory school age	Number of fixed period exclusions	Number of permanent exclusions
White – British	70	1	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	58	0	0
Asian or Asian British – Pakistani	11	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	2	1	0
Any other ethnic group	17	1	0

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

10. Relationships between pupils and the adults who work with them in classrooms and around school are good. These positive relationships underpin pupils' confidence and self-esteem and encourage pupils to learn as valued individuals. Most children like the staff and respond positively to the high levels of care and attention they receive from everyone they meet in school.
11. Most pupils show a good level of maturity and have a well-developed sense of responsibility. This helps pupils to serve the school community in a trusting, responsible and mature manner, and the invaluable experiences contribute to their personal development.
12. Pupils invest their time wisely and take an active part in activities outside of lessons. They play different sports, visit places of interest and extend their learning through the lunchtime and after-school clubs. The desire to learn supports pupils' moral, social and cultural experiences well.
13. The school celebrates the cultural diversity amongst pupils, and relationships between pupils from different ethnic groups are good throughout the school. The underlying messages, promoted consistently through the school, about the importance of living together harmoniously and respecting others, make a real impact and are reinforced through reflection, both in circle and story time and through social activities outside lessons. However, because teachers plan too few opportunities for pupils to develop awareness of the multi-cultural flavour of life through music, art, dance and drama, this is a weaker aspect of pupils' cultural development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. The quality of teaching and learning is **satisfactory** overall. The curriculum is **satisfactory** with a **satisfactory** range of activities in place to enhance the curriculum. The school has **good** systems in place to check on the health, safety and well-being of pupils. Support, guidance and assessment are **satisfactory**. The school has **satisfactory** links with parents, the community and other schools.

Teaching and learning

The overall quality of teaching and learning is **satisfactory**. It is good in the Foundation Stage, good in Year 2 and very good in Year 6. Assessment is **satisfactory**.

Main strengths and weaknesses

- Children get off to a good start in nursery and reception classes
- Teaching and learning are uneven in quality throughout the school
- Some teachers do not have high enough expectations
- Teaching is of high quality in Year 6 and challenges all pupils very well
- Support staff and teachers provide well for pupils with special educational needs and those speaking English as an additional language.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (6%)	2 (6%)	14 (41%)	14 (41%)	2 (6%)	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.

14. Teaching has improved significantly since the last inspection but still has a number of shortcomings in some classes. Ninety-five per cent of parents who responded to the parent questionnaire appreciate the quality of teaching and pupils also speak highly of their teachers.
15. The subject knowledge of the Foundation Stage teachers is good, and staff have a good understanding of how these young children learn. The development of children's personal, social and emotional skills permeates all areas of learning, and teaching and learning of these skills are good. Staff know all the children well, are sensitive to their individual needs and plan the work very carefully to ensure that all are challenged and provided with good levels of support. Work in all six areas of learning is regularly assessed and good records of progress are kept. This information is used well to inform teachers' future planning and to track children's progress closely.
16. There is a striking contrast between the enthusiastic teaching and learning styles seen in some classes, and the mundane teaching and learning seen in a few other lessons. The school recognises the need to share the good practice that already exists and the placement of teachers in various classes reflects this need. For example, in an outstanding Year 2 art lesson, the excellent balance of teacher and pupil discussion and practical activities enabled pupils to build on their previous experiences and produce good quality artwork. Similarly, in an inspirational lesson in mathematics, the teacher's challenging teaching captured the pupils' interest and saw pupils working at a brisk pace and being fully involved in working on relevant problems. In the good lessons, support for pupils with special educational needs and practical activities tailored to suit the needs of those who speak English as an additional language ensure that lessons are accessible. Teaching assistants are deployed well to ensure that these pupils are fully included.
17. In contrast, in a few lessons, teaching is dull and provides pupils with few stimulating activities. The level of challenge is inappropriate. It is sometimes too low for higher attaining pupils who find work too easy and uninteresting, and sometimes too high for lower attaining pupils who struggle to achieve. As a consequence these pupils do not make sufficient progress. When pupils become bored, several behave inappropriately. Failure to maintain good behaviour in a significant minority of classes is a weakness. In these classes, too much time is spent trying to establish control rather than teaching, which destroys the climate for learning. However, it is clear that the factors contributing to the difficulties in managing behaviour in a small number of lessons include the lack of pace and challenge where tasks are not well matched to pupils' capabilities and lack of consistency in managing pupils' challenging behaviour. Not all pupils misbehave. Some remain passive and compliant. Although a minority will answer questions, few pupils ask purposeful questions to develop an understanding and appreciation of complex issues and many lack enthusiasm in their work.
18. There has been substantial improvement in the development and use of assessment since the previous inspection. The school has good procedures for monitoring and supporting the pupils' academic progress although some teachers do not use them well enough. In the Foundation Stage, assessment procedures are good. Children's achievements are recorded regularly and are used to plan learning. Assessment throughout the school is manageable and, where teaching is effective, especially in Year 6, it informs teachers how to change their planning to suit the needs of pupils. The tracking and monitoring of pupils' progress are good and targets are shared with pupils in English and mathematics so that they are fully aware of what they need to do next to improve their work. In a small number of classes in Years 3 to 6, teachers do not use information to plan work accurately for different groups, and on a more basic level they do not always pitch their questioning accurately. Marking is often very good, regular and with comments which help the pupils to improve. This is not the case in all classes. In some, although teachers use encouraging remarks, too often teachers accept untidy work without comment and give too little guidance of how to improve.

The curriculum

The school provides its pupils with a **satisfactory** curriculum. It **satisfactorily** enriches pupils' experiences with extra activities that boost their skills in sports, arts, and personal development. The accommodation, staffing and resources for learning are **satisfactory**.

Main strengths and weaknesses

- Good provision is made for pupils with special educational needs
- The learning of some pupils in a small number of classes is not always appropriately extended
- The learning opportunities for children in the Foundation Stage are good
- Pupils have good opportunities to take part in additional activities outside the classroom that successfully give a boost to the development of their social and physical education skills
- The school does not yet have in place procedures to fulfil all of its legal responsibilities

Commentary

19. Children get off to a good start in the nursery and reception classes because the activities are planned so that children learn through observation and exploration and talk is encouraged by adults in both classes. There is a good range of interesting things for the children to do that excites them and makes them eager to start work and want to learn.
20. Pupils with special educational needs make good progress in their learning because of the clearly defined learning targets in their individual education plans and the good support they receive in class, small groups and as individuals. However, in contrast, a few more able and lower attaining pupils in a small number of classes are not always given work that appropriately challenges them well enough and this slows down their learning unnecessarily.
21. The school makes good use of visits to places of educational interest and of visitors to the school to extend pupils' learning. Effective use is made of links with local secondary schools to improve pupils' performance in subjects such as science and design and technology. This enhances pupils' learning and prepares them for the next stage of education.
22. Although the school did have a fully implemented policy regarding sex education, a new one has been written but has not been formally agreed by the governing body, therefore no sex education has taken place this academic year. The school also has no accessibility plan in place to ensure that any pupils with limited mobility could access all areas of school.

Care, guidance and support

Provision for the care, welfare, health and safety of all pupils is **good**. The school provides **satisfactory** advice and guidance for pupils. The school respects pupils' views and they are **satisfactorily** involved in making decisions.

Main strengths and weaknesses

- The work of the staff and learning mentors ensures good care and support, which form a secure foundation for the trusting relationships in the school
- The good code of conduct is not consistently applied by all teachers and this affects the quality of behaviour of some pupils

Commentary

23. The head teacher and senior managers are good role models. They show respect and courtesy towards others at all times and set the tone regarding the care, welfare, health and safety of pupils. Teachers and support staff interact with pupils positively. As a result, pupils

enjoy coming to school and say that they are cared for well. Like senior managers, all staff value the background, family, culture, language, religion and environment of all pupils and deploy strategies which support and develop pupils' self-esteem. They are concerned that individuals are helped to succeed. Pupils relate well to each other and to most adults, feeling confident in their learning as valued individuals. Parents speak highly of the support and care that their children receive from school.

24. The learning mentors provided through the Excellence in Cities programme are an integral part of the school community and support the quality of care. They encourage pupils to have high expectations of themselves, work, behaviour, attendance and punctuality and enable pupils to develop positive self-esteem. They ensure that every child has equal access to the learning opportunities on offer. They work closely with teachers and encourage and develop pupils' care and respect for each other no matter what the differences might be. The learning mentors are developing a proposal to set up a school council in order to further promote equality of opportunity. However, whilst pupils have satisfactory opportunities to air their views, there is no formal platform for this to take place.
25. The school has a clear policy on behaviour and discipline and this implemented effectively by most teachers, but occasionally the strategies deployed by some teachers to manage behaviour in lessons lack rigour.
26. Pupils with special educational needs are identified early and supported well. The school monitors their progress carefully and consistently to ensure that they are making progress in line with the targets on individual education plans. Targets are clear and discussed regularly to check progress and review practice.
27. When pupils from minority ethnic groups arrive, the school has effective procedures for finding out their current level of education and other essential details such as their background and religion. Most of the pupils who are at an early stage of English acquisition are from Saudi Arabia and it is rare for pupils to receive support in their home language of Arabic. However, the school gains an accurate picture of the pupils' needs by drawing on the facilities provided by the local education authority. The information is used well to identify the type of learning and pastoral support that pupils need.

Partnership with parents, other schools and the community

The school has a **satisfactory** partnership with parents. Links with other schools and the community are **satisfactory**.

Main strengths and weaknesses

- The school values its ties with parents and the wider community
- The quality of pupils' reports could be better

Commentary

28. The school provides regular opportunities for parents to increase their understanding of what is taught through classroom displays and curriculum information, and parents' evenings and workshops. Consultation evenings ensure that parents are informed of any progress the child makes and how best parents can help their child.
29. Whilst most of the information provided by the school is welcomed by parents and is of satisfactory quality, the pupils' annual reports are of variable quality, with some good and others satisfactory. A sizeable minority of parents feel that they are not well informed about pupils' progress.

30. The best reports give clear information of what pupils know, can do and understand. The weaker ones are based on a bank of statements which mostly describe what pupils have covered and many reports in the class sound very similar.
31. Parents are encouraged to come into school and support learning in the classroom or around the school and raise funds through the Parents' and Teachers' Association. Parents of pupils with special educational needs are often invited into school to meet the teacher and the special educational needs co-ordinator to discuss their children's individual learning plans. Some parents are keen to support teaching and learning through after-school clubs, sports events and assemblies, which support and celebrate achievement. However, the workshops provided for parents and some consultation meetings are not well supported.
32. Good links with a local church and other places of worship ensure the school's commitment to promoting multi-cultural education. Other links with the community, for example in raising funds for community charities support pupils' social and moral development.

LEADERSHIP AND MANAGEMENT

The governance of the school is **satisfactory**. The quality of leadership of the head teacher is **satisfactory**. The quality of leadership of senior staff and other staff with responsibilities is also **satisfactory**. Overall the effectiveness of management is **satisfactory**.

Main strengths and weaknesses

- The head teacher and key staff have clear priorities and sense of purpose
- Key staff provide good role models for teachers and children and are committed to helping all children to do as well as they can
- The school plans well for the future
- The governors do not ensure that the school fulfils all its statutory duties
- Lack of challenge for some high attaining pupils and low expectations by some teachers are barriers to raising pupil achievement further

Commentary

33. The head teacher provides satisfactory leadership in ensuring that the pupils achieve well and attain good standards and that pupils' personal and social development is carefully fostered. He holds the confidence of most parents. He is well supported by other key managers in establishing clear priorities for development. These teachers are committed, work hard and set good examples to others, especially through the quality of their teaching. Since the last inspection, the school has worked very hard through, for example, training, mentoring support and visits to other schools to see good quality practice to improve the overall quality of teaching. The head teacher monitors the quality of teaching and learning well. Lessons are observed and the quality of pupils' work scrutinised in detail. This means teachers are given clear feedback on what is successful as well as areas for improvement. In addition, training funded by Excellence in Cities has helped to focus the whole staff on providing a challenging curriculum for gifted and talented pupils. Although there are still some issues in a small number of classes, the proportion of good and better teaching has now risen to 53 per cent from 34 per cent in the last inspection. As a result, pupils' achievement has improved and standards in Year 6 are now above average rather than below average as they were two years ago. However, standards and achievement would be still higher if teaching was consistently good in all classes.
34. The leadership of mathematics is particularly strong because the subject leader effectively scrutinises pupils' work, observes lessons and gives pertinent feedback to challenge and support teachers. She also works alongside teachers so that others can see how to improve their practice. English, ICT, special educational needs and the Foundation Stage are all well led and managed. Co-ordinators complete an action plan and audit as well as organising

resources. Further training is planned following the audit. Teachers' planning files and pupils' individual education plans are scrutinised. The next step is to take part in lesson observations, which will help raise standards of teaching and learning. Provision in the nursery and reception classes is a strength of the school and ensures children in the Foundation Stage get a good start to their school careers.

35. The chairperson of the governing body shows good leadership and a high level of commitment in support of the school. Governors are keen to serve the school's best interests and have a clear understanding of the school's strengths and weaknesses through effective self-evaluation. A strategic approach to development is evident in the clear school development plan which has already led to recent good improvement. However, governors do not fulfil all of their statutory duties. The governing body has yet to approve the content and organisation of the school sex education programme. They have also yet to decide how they will monitor the effectiveness of the school's race equality policy. Financial planning is sound. The governors set a carefully planned budget based on clear priorities and identified needs. Financial management is sound. The head teacher and governors have established clear oversight of the finances and are aware of the need to obtain good value when considering improvements and efficiency.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	680760
Total expenditure	694607
Expenditure per pupil	2601

Balances (£)	
Balance from previous year	54667
Balance carried forward to the next	40820

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision in the Foundation Stage is good. The Foundation Stage is led and managed effectively by a knowledgeable co-ordinator. She has helped create a good team of committed colleagues who set high expectations and work very hard to provide a good start for children's learning and personal development. Improvement since the last inspection is good. Children generally enter nursery with average prior attainment. Teaching in each area of learning is good. Through a combination of whole class, small group and individual work, children's learning flourishes and they achieve well. They come to school happily and eagerly. Staff skilfully exploit the opportunities to extend children's learning through the variety of practical activities they set up, ensuring that learning is good. As a result, overall standards are above the levels expected for children when they join Year 1 and have improved since the last time the school was inspected. The focus on learning, the good quality of the teaching and the rich environment provided ensure that they achieve well. Children with special educational needs and those at an early stage of English acquisition receive good support with the result that they also achieve well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults establish warm relationships with children so they feel happy and secure and respond by behaving very well
- Well-structured opportunities help to develop children's social interaction and independence

Commentary

37. This area of learning receives a high profile, especially in the nursery. Children make good progress in their learning as a result of good teaching. They achieve well and attain standards which generally exceed the levels normally expected for their age. In the nursery children quickly respond well to the interesting, yet calm and ordered environment. All adults are very caring and supportive and this encourages children to try things out for themselves. Staff are very good role models and they easily forge very good relationships with the children. There is very good interaction between adults and children, which ensures the children feel secure and so they engage readily and confidently with the learning activities set up for them. A strong feature of both nursery and reception children is their very good behaviour. They respond extremely well to the high expectations of the adult staff.
38. Children are keen to engage in the wide range of activities provided. Careful planning by the staff of a wide range of exciting and stimulating activities caters well for their needs. Staff make sure activities are fun, so children enjoy learning. Children are able to share resources fairly and take turns effectively. They play well co-operatively, in developing their ideas in role-play, for example or in working with the sand or water. Such activities have a positive impact on their social development. On many occasions, children are given choices and encouraged to make up their own minds, as when they choose which activity they prefer. Adults take every opportunity to encourage responsibility; for example, children are expected to tidy away after activities. They also learn to show consideration for each other and to co-operate together when working in lessons and when playing in the outdoor play area. Most of the oldest children can sit quietly when appropriate, for example when they are seated on the carpet listening to the teacher.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good opportunities for role-play help to develop speaking and listening skills
- Most reception children have sufficient knowledge of letter sounds to enable them to write simple words

Commentary

39. Overall standards on entry to the nursery are at expected levels. Teaching and learning are good. Children in reception and nursery enjoy activities rich in language development opportunities. Imaginative play is used very effectively to help children develop speaking and listening skills. The teachers and their colleagues are skilled at initiating conversations. Children are encouraged to use language in a wide range of contexts. Listening to stories, playing games and singing rhymes are planned well so that children quickly learn letter sounds and an improved vocabulary. Opportunities to help children build up and use their developing vocabulary are fully exploited. In a physical education lesson with reception children the teacher introduced them to words linked to movement such as *up*, *down*, *twist* and *turn*, carefully explaining their meanings and then using them in the context of the teaching of movement.
40. The school assesses children's level of language development as they enter the reception class. In this class through good direct teaching children build on their ability to associate letters and sounds. They learn that some letter combinations have distinct sounds of their own. Using this knowledge the higher attainers learn to recognise, read and write simple words. Nursery children make meaningful marks on boards and on paper and many reception children are able to form letters and words, displaying a developing control of writing materials. For example, nursery children playing in the office area make meaningful marks on paper as they pretend to write down notes. Higher attaining reception children are able to write down several letters correctly on hearing the individual letter sounds. A significant number are able to use knowledge of letter sound associations in order to write and spell correctly simple words. Most of these children can also independently read a range of common words linked together in simple sentences. Children achieve well and standards are generally in line with the levels expected although a significant number of children are exceeding them.
41. The nursery and reception classrooms have areas where reading and writing is encouraged and children can frequently be found browsing at books and 'pretend' writing, and in reception, sometimes reading simple texts and writing conventionally. The classrooms are attractive places containing stimulating displays that reflect the importance of language through signs, notices and books.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A good range of practical activities helps children grasp early mathematical ideas
- Children enjoy learning and make good progress because the work is challenging
- Higher attaining reception children are able to solve simple number problems

Commentary

42. Teaching and learning are good. In the nursery, children are given many opportunities to learn through well-planned practical tasks. For example, children count, sort, match and order a wide range of objects, often in a games context. They play simple number games. They learn the sequence of numbers when singing number songs. There is an appropriate focus on the development of mathematical vocabulary. Every opportunity is taken to refer to numbers during daily routines, such as taking the register.
43. Reception children learn to write numbers and most count in order up to nine. Work with counters helps them to identify 'one more than' and 'one less than' up to ten and beyond. Because of their good pace of learning, they are soon ready for more demanding work. Most reception children know 'one more' than a given number within nine. These children have secure number skills and knowledge and use them well in solving simple number problems. The higher attaining children have a grasp of addition which is not typically found until well into Year 1, being able to add together three small numbers by counting on. Children achieve well and by the time they leave reception standards exceed the early learning goals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of interesting activities supports children's learning
- Challenging work moves children's learning forward at a rapid pace
- Visitors to school and visits out of school contribute to good learning

Commentary

44. Standards in this area of learning are good and achievement is good. Teaching and learning are good. In the nursery a group of children were observed working outside with the teacher examining the contents of a bag of soil and finding worms amongst the soil. They displayed good levels of inquisitiveness and they were encouraged to use magnifying glasses to look more closely at the worms. The children enjoyed helping the teacher to create a wormery, constantly asking her questions as they helped.
45. Reception children quickly learn computer skills and confidently use painting and drawing programs to design and produce on screen recognisable ladybirds. All children are encouraged to observe and investigate. Reception children study mini-beasts and they talk knowledgeably about the life cycle of butterflies. Some of them know that spiders have eight legs. In all activities, the level of challenge is high. Teachers and staff not only question children about what they have done but place great emphasis on what they have learned. Most children make good attempts at recording what they have found out, using pictures, diagrams and sequenced sentences.
46. Staff arrange for visitors to come into classrooms to talk to children and visits are organised out of school and these further enhance the learning of the children. For example, recent visits from the police service, the paramedic service and the fire service have enriched children's understanding of how these services benefit all people. Reception children were able to extend their learning about buildings by visiting a local technical college.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Formal physical educational lessons contribute well to physical development
- Outdoor play facilities in the nursery are inadequate but they are used well
- Children's manipulative skills are well developed through frequent work with classroom tools

Commentary

47. Teaching and learning are good. Teachers provide good opportunities for children to choose activities both outside and inside throughout the working sessions. As a result children achieve well. The combination of regular lessons in the hall and more informal opportunities for physical development means that children gain increasing control of their bodies. Their physical development exceeds the levels normally expected by the time they enter Year 1. In movement lessons reception children move imaginatively and with control, displaying good awareness of space. Most balance well.
48. Nursery children play adventurously outside on the large wheeled toys and, although the space available limits the nature of the activities they are able to engage in, the staff set out equipment in an interesting and stimulating way which encourages the children to play imaginatively. This makes a significant contribution to children's good progress.
49. Much classroom work involves drawing, cutting and gluing and children frequently use a range of tools and equipment. They develop a good level of control of these tools; for example, cutting out is very accurate. Children's manipulative skills are better than is typical of the age group.
50. Although the outdoor play area used by nursery children is small and restricts the activities that can be planned for them, there is a firm commitment to its use and the staff use it imaginatively and well to promote learning.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy a wide variety of activities that stimulate their creative development
- Children make good progress because skills are taught systematically

Commentary

51. Teaching and learning are good. Staff plan a good range of stimulating activities and good levels of support ensure that children achieve well. Standards meet the levels expected for children by the end of the reception year. The reception classrooms are alive with children's creative efforts. Using materials, including fabric, card, wool, paint and play dough, they create imaginative collages and pictures. Where appropriate, children are taught specific skills which they can later use in their work. For example, children in reception are shown how to mix paint and use brushes to express their ideas with the result that they achieve some good results when painting stripy socks and pictures of their favourite foods. Singing is given satisfactory attention. For example, in music sessions children build up a repertoire of songs, learning the words by heart. Although most children join in well, some do not. The visit of a performing musical company has also made a good contribution to children's learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are above expectations in Year 6

- Support staff are deployed effectively to support pupils with special educational needs and pupils who speak English as an additional language
- The quality of teaching is uneven and affects pupils' achievement
- Literacy displays in the classrooms support and motivate pupils
- Pupils enjoy reading
- Leadership and management of the subject are good

Commentary

52. Standards have risen since the last inspection and overall, pupils are achieving well. They are now in line with national expectations in speaking and listening, reading and writing in Year 2 and standards in English in Year 6 are above national expectations. Excellence in Cities has funded developments to support higher attaining pupils and Saturday morning additional literacy activities for pupils in Year 5 are helping to raise standards.
53. The National Literacy Strategy is firmly embedded into the school curriculum, increasing teachers' subject knowledge about what to teach and how to teach it, giving good balance between teacher explanation and pupil activity.
54. Teachers provide good opportunities for speaking and listening in classrooms and assemblies. Pupils produce presentations for other pupils and so develop the ability to listen to each other and respond appropriately. A recent Shakespeare drama production was funded by Excellence in Cities and pupils' cultural development improved for seeing this. Pupils generally listen and behave well and respond in question and answer sessions. However, in some lessons pupils are not always encouraged to give more lengthy responses by more extensive and probing questioning and so do not always clarify their thinking.
55. Teachers provide good opportunities for pupils to write in a wide variety of contexts. A good range of classroom materials, such as word banks and displays of points of grammar, supports pupils' writing. The display of a range of class and individual's work sets a good example for pupils and encourages others to write well. Good attention is paid to developing grammatical skills, spelling and handwriting. While some good cross-curricular links are developing, some teachers pay insufficient attention to all of the opportunities to develop pupils' writing across the curriculum with an over-use of photocopied sheets which limits their independent recording skills.
56. Pupils throughout the school enjoy reading. Guided reading and opportunities for individual reading are well organised. Reading is well supported by parents, and pupils show good library skills and are familiar with the Internet and with computers for word processing. Pupils in Year 6 have favourite authors such as J.K. Rowling, Jacqueline Wilson and Roald Dahl and understand about characters and plot. They use a variety of strategies for reading unknown words in both fiction and non-fiction texts.
57. The quality of teaching is satisfactory overall but it is inconsistent, with good teaching in Years 2 and 6, where teaching is livelier than elsewhere and hold pupils' attention well. A small amount of unsatisfactory teaching was seen. Where teaching is not as effective, pupils do not behave appropriately and teaching is not good enough to raise pupils' achievement. Important areas for development are:
- expectations are occasionally too low, with teachers underestimating the abilities of pupils, in particular those of the more able;
 - time is not always used effectively, resulting in pupils becoming restless and bored.
58. Pupils with special educational needs and those who speak English as an additional language are supported well by specialist teachers and teaching assistants. They provide focused support for them, and lead effective intervention programmes to improve their reading and writing.

59. The leadership and management of the subject are good. There are systematic and regular procedures in place to monitor teachers' planning and to scrutinise pupils' work. Whilst the school recognises there is still some way to go in some classes, the training and input by consultants have improved the quality of teaching and this has led to a significant improvement in standards from below to above national expectations. The co-ordinator is aware that the next step is to focus on monitoring specific year groups to further improve standards of teaching and learning. Improvement since the last inspection has been very good.

Language and literacy across the curriculum

60. The school gives a satisfactory emphasis to promoting literacy across the curriculum. Pupils are using their research skills more widely in many subjects since the last inspection as more books and computers have been purchased. ICT is often used to edit work and produce writing. Discussion and drama are sound features in some classes and specific vocabulary is regularly displayed and emphasised to support pupil's vocabulary in many lessons. There are generally satisfactory opportunities to write for various purposes in history for example, but the over-use of worksheets in subjects such as science limits improvements in pupils' recording skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards by Year 6 are above those expected for their age
- Teaching is particularly good in Year 6
- Pupils with special educational needs and those who speak English as an additional language are supported well
- Assessment information is not always used well enough to plan challenging work for all pupils

Commentary

61. Standards in Year 2 are in line with national expectations and are above by Year 6. Achievement is good overall. However, this is not the full story as achievement is very uneven. It is very good in Year 6, good in Year 2 and satisfactory elsewhere. The achievement is directly linked to the quality of teaching in these year groups.

62. The quality of teaching and learning is satisfactory, overall, but varies between the very good teaching seen in Year 6 and teaching which is satisfactory in a small number of other classes. In Year 6, teaching challenges and enthuses pupils and they achieve very well. Assessment is used very well and pupils know what to do next to improve. Target setting is firmly established. Pupils are aware of their targets, many of which are in pupils' books, and pupils' progress is tracked carefully. Test results are analysed regularly and effectively by the subject leader and she helps to set the challenging targets for each class. Any gaps in pupils' knowledge and understanding are identified and included in the subsequent targets for each class. The teacher identifies pupils who would benefit from additional work and provides 'booster work' for those who need it and extension work for higher attainers.

63. However, not all teaching uses this information well enough. In some classes teaching does not cater for the range of ability in the class and this results in inappropriate work being given to groups of pupils. Observations of teaching and scrutiny of pupils' work show that there are sometimes low expectations of more able pupils and on other occasions lower attainers are given work which is too difficult. This results in lack of progress and achievement at times. Time is not used effectively in some lessons as teachers spend far too long in introductory sessions and expect pupils to sit for considerable time and listen.

64. A positive feature of the teaching is the encouragement given to pupils to explain how they arrived at their answers. This helps pupils to understand what they are doing. Marking is satisfactory overall. It is often good and in the best examples teachers are sensitive and supportive and inform pupils on how to improve. In the weaker examples it consists of a tick or a cross and little guidance.
65. Pupils with special educational needs are integrated well into mathematics lessons. This is achieved by targeting specific questions to pupils according to their ability and by providing support that is appropriate to their needs. In addition, teachers often provide extra resources. Most pupils achieve well. Support staff focus well on ensuring that pupils with English as an additional language are fully included in the lessons. They ensure that they have opportunities to ask and answer questions and repeat work carefully so that they fully understand what is expected of them. Teachers have resources readily available which help to compensate the pupils who are unsure with the language of mathematics.
66. Leadership and management of the subject are very good. The co-ordinator leads by example. She has monitored work and assessments very well and observed and supported the teaching in other classes. This monitoring of teaching is accurate and is continually followed up robustly so that teachers improve their practice. For example, the subject leader identified a need to improve pupils' problem-solving skills and all teachers introduced problem-solving work into their planning. There is still more to do but there has been a good improvement in standards and teaching since the last inspection.

Mathematics across the curriculum

67. Many opportunities are planned for pupils to extend and apply their mathematical knowledge and skills in other areas of the curriculum. In science, design and technology and geography, for example, pupils produce graphs and charts and they apply their measuring skills effectively.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- In most classes there is a good emphasis placed on investigative science
- In a small number of classes an over-reliance on worksheets and over-direction by the teacher limit pupils' independent recording.

Commentary

68. The standards attained by the majority of pupils in Years 2 and 6 match those expected for their age. Achievement overall is satisfactory although there is some evidence of underachievement by both lower attaining and higher attaining pupils. In a small number of classes, lower attainers do not finish their work and some higher attainers are not spending enough time consolidating or repeating their work to test their reasoning. Year 2 pupils show a satisfactory understanding of a variety of scientific topics including healthy eating, materials and their properties, and electricity. By Year 6 pupils have made satisfactory progress in their skills, knowledge and understanding. This is because the curriculum offers suitable opportunities for pupils to experiment and investigate. Pupils in Year 6 predict well, note their observations and conclusions, and give reasons for the results. Pupils do not fully understand the importance of re-testing and accepting that sometimes the results might not be as expected for a variety of reasons. Pupils clearly enjoy their science work and all pupils including those with special educational needs and those who speak English as an additional language are fully included through the effective use of teaching assistants. For example, in a class where a pupil new to

English did not know what frogspawn was, a nearby friend was asked to help and immediately found a picture in a nature book and this cleared up the misunderstanding.

69. The overall quality of teaching and learning is satisfactory. In most lessons there is satisfactory planning with good emphasis placed on developing investigation and enquiry skills. A positive feature of pupils' recent work has been the involvement in Challenge In Industry. Pupils visited a Jacuzzi Factory and learned about the science involved in such an industry. Pupils' learning was particularly good as they could see the relevance of their previous basic knowledge and understanding and see how the principles applied in real life. Occasionally there is a heavy reliance on worksheets and sometimes there is over-direction by the teachers. This limits the opportunities for independent recording and sometimes creates difficulties for lower attainers who do not read as well as their classmates. In the better lessons pupils are well challenged by questions posed by the teacher. In Year 2, pupils worked together well to investigate how the size of a hand span varies from person to person. This lesson promoted social skills and pupils' numeracy skills as they measured each other's span carefully and displayed their findings on a bar graph. Most teachers are confident in their subject knowledge and they have good relationships with the pupils. Where teaching is weaker, the pace becomes a little slow, pupils become restless and a little time is lost. There are times when teachers' control of pupils is not good.
70. Some of the marking is not satisfactory. Although much of the marking has helpful comments which are clearly related to learning objectives and offer useful praise and further guidance, other marking is not as helpful. Teachers' handwriting is sometimes too difficult to read and there are times when shoddy and untidily presented work is rewarded with a pleasant comment.
71. There is satisfactory leadership and management in the subject. The subject leader is committed to raising standards and has identified, and to a large degree, successfully dealt with the areas for development in the subject, in particular the issue of challenge for higher attainers. There has been good improvement since the previous inspection because of improvements in the quality of teaching and an increased emphasis on scientific enquiry and investigation.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Most pupils achieve well
- Pupils work enthusiastically in the computer suite
- There are times when the computer suite is not used as efficiently as it should be
- The subject is well led and managed

Commentary

72. Provision has improved well since the last report. Pupils are taught skills in a computer suite containing sufficient workstations for most pupils to use whilst working together in pairs. In the suite they receive a sound programme for the teaching of ICT skills and this is reflected in the average standards they attain by the end of Year 2 and Year 6. A significant number achieve above average standards and most pupils achieve well. By the end of Year 6 they are confident users of a variety of programs, including accessing the Internet to research information. However, there were several periods during the inspection when the computer suite was unused.

73. It was possible to observe only three lessons being taught during the inspection. Two of these involved Year 4 pupils and one involved Year 5 pupils. Teaching is good in Years 3 to 6 but it is not possible to judge the quality of teaching in Years 1 and 2. Year 6 pupils were observed working in the computer suite and a significant number of these discussed their work at some length. These pupils display a good understanding of how to use a range of word processing, publishing and spreadsheet programs. They use computers well to produce interesting multi-media presentations that incorporate text, graphics, sound and sometimes animated images. They display good keyboard skills. During the inspection the teaching seen was never less than satisfactory and some was good. In a good Year 4 lesson, taught by the subject manager, after receiving clear instructions pupils displayed considerable confidence working with computers, using them to edit and improve text on screen by applying a range of techniques. Teachers and classroom assistants carefully support pupils with special educational needs with the result that they achieve as well as the others. In the suite, learning benefits from well-focused and profitable sessions. Lessons are well planned to ensure there is good progression in the development of pupils' skills across all areas of the subject.
74. A strong and positive feature of two of the lessons observed in the computer suite was the high level of co-operation shown by pupils working together in pairs. This and their enthusiasm and good working attitudes make a significant contribution to their good learning.
75. As a result of regular meetings with the head teacher to address the issues of the last inspection, leadership and management of the subject are good and improvement has been good. National guidance is being closely followed and pupils spend sufficient time learning relevant skills and knowledge. This results in them having a better understanding and appreciation of how technology is used in the wider world than pupils had when the school was last inspected. Pupils have experience using a range of equipment beyond just the computer. Satisfactory assessment procedures have been introduced. Monitoring of the subject has improved. The manager now regularly examines pupils' work and checks teachers' planning so she knows how high standards are and what is being taught.

Information and communication technology across the curriculum

76. Satisfactory computer facilities are available in classrooms to support learning across the curriculum. Pupils use these effectively to enhance learning across several subject areas. For example, they are used in mathematics, English, art and science. In science, Year 4 pupils use computers to help interpret data collected when studying wood lice. Using computers to generate graphs from the data they collect, they more easily discern patterns and draw conclusions from their observations. Year 5 pupils learn that computers can be used to monitor changes, for example changes in temperature or light intensity. In history, Year 6 pupils use the Internet to seek for information. In mathematics, Year 6 pupils use spreadsheets to make calculations by applying formulae; they also generate graphs from data they collect.

HUMANITIES

77. It is not possible to judge overall provision in **history** because only one lesson was seen. This was an unsatisfactory lesson in which Year 1 pupils used computers to draw a picture and write a description depicting how people spent their holiday time in bygone days. Too much inappropriate behaviour impeded learning and progress and the teacher failed to apply any effective strategies in order to deal with the situation. As a result there was little effective learning in the session. Analysis of a small sample of pupils' work and an examination of teachers' planning across the school indicate that pupils receive a satisfactory range of learning opportunities to study history.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6
- Teaching is good in Year 6

Commentary

78. An examination of pupils' completed work and teachers' planning suggests that the school is providing a satisfactory curriculum. Standards are average at the end of Year 2 and above average at the end of Year 6. Children achieve well. By the end of Year 6 pupils write in good detail and at length when comparing similarities and differences in environments of different places. They develop strong research and interpretation skills over their time in school.
79. The teaching and learning seen were satisfactory in Years 3 to 6 but there is insufficient evidence to judge teaching in Years 1 and 2. Where teaching is at its best, teachers have high expectations of pupils' work and behaviour. They use resources well to make lessons interesting and to bring the subject to life. In Year 6 pupils are given opportunities to research and interpret information in their endeavour to learn about a mountain environment. They are also encouraged to spend time at home seeking out information. They work well in small groups and they confidently present their findings to others in the class. Year 2 pupils are set interesting and challenging problems to solve and they are developing an understanding of how people's actions can have repercussions on the environment. When designing a camping and caravan site they take into account a range of important factors such as where best to site the toilet block and the rubbish bins and where to site the car park.
80. Leadership and management are satisfactory. Although the subject co-ordinator effectively monitors teachers' planning, the opportunities to monitor and evaluate overall provision have been limited.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils make good use of their writing skills
- Teaching makes a good contribution to pupils' moral and cultural development.
- Resources for learning are good and these and visits out of school enhance learning and help engage pupils' interest

Commentary

81. Pupils achieve satisfactorily, reaching the expected levels described in the locally agreed syllabus by the time they are seven and eleven as a result of satisfactory teaching and learning. They have satisfactory knowledge about the main religious traditions and the impact these have on people's lives. For example, they learn about the celebrations of Eid, Diwali and Christmas. They also have satisfactory knowledge of how people of different faiths worship. Year 6 pupils have satisfactory knowledge of initiation ceremonies associated with a range of faiths and religions such as Christian baptism and confirmation, and the Amritsankar ceremony on initiation into full membership of Sikhism at the gurdwara.
82. Throughout the school children make good use of their writing skills. They write out stories from the bible in their own words, for example Year 4 retell the story of *The Good Samaritan*. They describe visits to local places of worship and the important functions of things found in these places. In their written work children are encouraged to reflect on the meaning of stories and events in people's lives; they are also encouraged to empathise with the dilemmas faced by characters of significance in a number of faiths.
83. The curriculum is sound and meets the requirements of the locally agreed syllabus. Children study a number of faiths and religions including Christianity, Judaism, Buddhism, Islam and Sikhism. Much of the work follows particular themes. Studying elements of these major faiths

makes a good contribution to pupils' cultural understanding. They study the lives of people of great faith who show exceptional personal conduct. Such learning makes a good contribution to children's moral development.

84. Management of the subject is satisfactory and satisfactory progress has been made in provision since the last inspection. The subject is better resourced and an effective scheme of work is in place. Good resources help teachers make lessons more meaningful. Resource boxes, which include appropriate videos and artefacts, are available for teachers to use in classrooms. The contents of these boxes help stimulate interest in the religions and faiths being studied. Visits, for example, to a local parish church, to a Hindu temple and to a gurdwara provide effective first-hand study experience and make a good contribution to learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. Only one lesson was observed in art and design and none in design and technology, music and physical education and therefore no judgements are made about provision or teaching and learning in these subjects. Inspectors looked at evidence from pupils' work on display and in their books. In **art and design**, work showed that there was a balance of art and craft activities and there is a programme which clearly builds on previous work. Effective use is made of ICT and there is direct instruction on the history of art. Year 2 pupils completed some beautiful work after studying the works of William Morris that demonstrated skills in the basic techniques in art and design, including colour mixing and work on line, shape and tone. There are very effective displays of Year 6 pencil sketches of 'The Cradle of Christianity' on Lindisfarne that the pupils completed following a school visit. However, there is no evidence of any non-Western art work and this limits pupils' understanding of other cultures.
86. In **design and technology** pupils follow the nationally recommended programme of work to ensure progression of learning throughout the school. There are planned 'design and make' activities and satisfactory evidence that pupils are using planning sheets as well as a range of materials and tools. There is also a good balance between the planning and evaluation of a topic and the time given to make it. Puppets by Year 2 pupils were on display, and Year 1 pupils investigated fruit and vegetables, looking at shape and texture. There were also working models by Year 6 of fairground toys. These showed good use of a variety of materials and effective use of motors to drive the models.
87. There was little evidence that **music** figures prominently in the work of the school. There are a few opportunities for pupils to perform and to play guitar and violin with peripatetic teachers, but music has not been a priority for development in the school and many opportunities are missed, for example to play and talk about music in assemblies. As in art, there is little evidence of any non-Western music and this limits pupils' understanding of other cultures. However, pupils do have the occasional opportunity to perform for others, for example at Christmas and in assemblies. Excellence in Cities has funded a vocal workshop which has successfully developed the skills of more able pupils in Year 4. There are currently no assessment procedures to ensure that pupils build progressively on their skills year on year.
88. In **physical education**, planning shows all strands of the subject are taught. Pupils have good access to gymnastics, games, sports, dance, athletics and swimming. Teachers make good use of both outdoor and indoor facilities. Good use is made of outside providers to give specialist coaching in football and rugby and this raises skills in games. Additional clubs held after school offer pupils further opportunities to develop their physical skills.
89. The leadership of all four subjects is satisfactory. Co-ordinators have audited provision and produced an action plan which identifies how to develop their subjects. The school has introduced monitoring and evaluation systems but these subjects have not yet been fully included and training is needed to ensure that subject leaders are able to evaluate the impact of teaching on learning more effectively.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. Very few personal, social and health education lessons were observed and the school recognises that this is an area for development. There is now a regular slot on the timetable for these lessons and the school puts sufficient emphasis on personal development. Pupils are accustomed to discussing sensitive issues and they know that their views will be listened to. However, there is currently no school council or formal procedure through which pupils can express their views.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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