

INSPECTION REPORT

**St Augustine's Voluntary Aided Church of England Junior
and Infant School**

Halifax

LEA area: Calderdale

Unique reference number: 107543

Headteacher: Mrs V Fitzpatrick

Lead inspector: Mr G T Storer

Dates of inspection: 12th – 15th January 2004

Inspection number: 257585

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:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	157
School address:	Hanson Lane Halifax
Postcode:	HX1 5PG
Telephone number:	01422 360615
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs H Austwick
Date of previous inspection:	26 th April 1999

CHARACTERISTICS OF THE SCHOOL

St Augustine's Voluntary Aided Church of England Primary School is situated in an ethnically diverse area close to the centre of Halifax. Principally, it serves the parish community of St Augustine's and neighbouring residential areas. With 157 pupils on the school roll, this school is smaller than the average-sized primary school. Many families suffer the effects of unemployment and other aspects of social deprivation. During the last school year, the proportion of pupils (just over 50 per cent) known to be eligible for free school meals was well above the national average. Pupils' attainments on entry to the school are well below average and many face difficulties in their learning. There are 45 pupils on the school's register of special educational needs and four who need support from specialist teachers or trained assistants¹. The number of pupils who have special educational needs is well above average for a school of this size. There are 141 pupils who come from ethnic minority backgrounds. Of these, 137 pupils speak English as an additional language and 54 are at an early stage of English language acquisition. This is extremely high in comparison with schools nationally. The school also experiences a degree of pupil mobility that affects its performance in national tests, because year groups are small. During the last school year, 32 (more than one in every five) pupils entered or left the school at times other than at the beginning of the Foundation Stage or the end of Year 6. Many of the new entrants arrive directly from Pakistan or from other non-English speaking parts of the world. All of these extremely challenging social and educational circumstances have increased during the last three years. As such, they have constituted a genuine barrier to improvement and have a marked impact on the standards that pupils achieve. The school was granted the Investor in People award in 2002 and the Healthy Schools award in 2003.

¹ Four pupils are currently subject to Statements of Special Educational Need that require this additional level of provision.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19830	Mr G T Storer	Lead inspector	Science Information and communication technology Physical education Personal, social and health education, including citizenship
9884	Mr M Milwain	Lay inspector	
20646	Mrs M A Palmer	Team inspector	Foundation Stage Mathematics Art and design Design and technology Music
19120	Mr D Pattinson	Team inspector	Special educational needs English Geography History
21020	Mrs T Galvin	Team inspector	English as an additional language

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Augustine's Voluntary Aided Church of England Primary School provides a satisfactory education for its pupils. Most pupils make sound progress. The overall quality of teaching is satisfactory but there are examples of good teaching throughout the school. The school provides a satisfactory curriculum, and the arrangements that promote pupils' personal development are successful. Many aspects of the school's work are improving rapidly because the recently appointed headteacher provides good leadership. The school provides satisfactory value for money.

The school's main strengths and weaknesses are

- The school very successfully promotes positive attitudes, good relationships and racial harmony.
- Current standards are not high enough, although the headteacher is taking effective action to bring about improvements.
- Bilingual staff help pupils who are at an early stage of learning English to make good progress. However, teachers do not plan enough opportunities for pupils to improve their use of language through speaking and listening activities.
- In most subjects, teachers do not assess pupils' progress regularly or use assessment information systematically enough in planning pupils' learning.
- Educational visits, visitors and special events make the curriculum more interesting for the pupils.
- Subject leaders do not check rigorously enough on standards or the quality of pupils' learning.
- The governing body does not check the school's work carefully enough or hold the school to account for what it achieves.
- Pupils form good and trusting relationships with the adults in the school.
- The school has very good links with other schools and with the wider community and works in successful partnership with most parents.

The school has maintained a satisfactory rate of improvement since its last inspection.

However, the school's social and educational circumstances have become even more challenging in recent years and have posed barriers to improvement, especially to raising standards. Nevertheless, the curriculum is better than it was because the time allocated to science allows pupils to undertake more investigative tasks, and arrangements for pupils' cultural development are better than they were. Staff have made a satisfactory start in introducing the use of assessment. However, in most subjects other than English and mathematics, there is a long way to go in this important area. The headteacher monitors aspects of the school's work more carefully, but subject leaders and governors need to be more involved in this process.

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	C	E	E
mathematics	E*	C	E	D
science	E	D	E*	E*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - lowest 5% nationally
Similar schools are those schools whose pupils attained similarly at the end of Year 2*

The achievement of pupils is satisfactory throughout the school.

When children enter the school, most perform at a level that is well below average for their age. Most speak English as an additional language and have very little experience of the world beyond the home. Nevertheless, almost all make satisfactory overall progress in the reception class and those at the earliest stages of learning English make good progress in speaking and listening. However, despite

satisfactory levels of achievement, standards remain well below average by the end of the Foundation Stage¹.

Inspection evidence is largely consistent with the results of the national tests in 2003. It indicates that, by the end of both key stages², standards in English, mathematics and science are well below average when compared with schools nationally. However, almost all pupils are making satisfactory progress in relation to their low attainment on entry or to the linguistic and other educational difficulties that they face and so the standards that they are achieving are satisfactory. Indeed pupils at the earliest stages of learning English make good progress because of the good support that they receive from bilingual classroom assistants. Nevertheless, the presence of these pupils in relatively small year groups does lower the school's score in national tests.

Pupils' performance in other subjects is also below the nationally expected standard, although their achievements are satisfactory in relation to their low attainment on entry. However, pupils achieve well in information and communication technology (ICT) and standards are in line with national expectations. Pupils with special educational needs make satisfactory progress towards the individual targets that have been identified for them and pupils from different ethnic backgrounds make similar satisfactory progress. The school's younger boys tend to do less well than girls, although by the time that pupils leave the school, such differences are much less marked.

Pupils achieve good standards in relation to their spiritual, moral, social and cultural development. Arrangements that promote pupils' moral, social and cultural development are particularly effective. As a result, almost all pupils behave well in lessons and around the school, and relationships at all levels are good. There is no evidence of bullying or other unpleasant behaviour in the playground. Staff and pupils treat each other with respect, which contributes to the pleasant and harmonious atmosphere in and around school.

QUALITY OF EDUCATION

The school provides a satisfactory education for its pupils. Teaching and learning are satisfactory overall. There are examples of good teaching throughout the school and some very good teaching in Years 5 and 6, where much of it is stimulating and engages pupils' interest. Teachers insist on good standards of behaviour. There is good teamwork between teachers and classroom assistants, which ensures all pupils are included and have the chance to succeed. Bilingual assistants make a good contribution to pupils' learning. They help those who are newly arrived in England to settle to school life and give very effective support to those pupils who are at an early stage of learning English. However, other than in the areas of learning for children in the Foundation Stage and in English and mathematics throughout the school, teachers do not regularly assess and record pupils' attainment and progress. As a result, teachers do not use assessment information systematically to plan work for pupils with different capabilities. This inconsistent approach is unsatisfactory because it affects the rate at which pupils learn in some subjects. The school enriches its curriculum with a good range of educational visits, activities and special events that bring learning to life and motivate pupils. Standards of care for pupils are sound.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is satisfactory. The headteacher provides good leadership. Her thorough monitoring of the school's performance results in effective planning for improvement and a strong sense of direction and purpose amongst staff. Her example to staff sets high standards. However, other staff with management responsibilities are not contributing effectively to school improvement because arrangements for monitoring standards and quality in most areas are unsatisfactory. Similarly, governors are not rigorous enough in checking aspects of the school's work,

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class year. It is a distinct stage, 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 and social development, but also include knowledge and understanding of the world, and physical and creative development.

² Pupils' education is organised in key stages. In a primary school, the Foundation Stage covers nursery and reception (see note 1 – above), Key Stage 1 covers Years 1 and 2 and Key Stage 2 covers Years 3 to 6.

in holding the school to account for what it achieves or in ensuring that the school meets all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very satisfied with the school. They are particularly pleased with the way that the school is led and managed and that teachers expect their pupils to work hard. However, a minority of parents have concerns about the bullying. Inspectors endorse parents' positive views but find no evidence to support their concerns. **Pupils are also very satisfied.** They are most happy that teachers help them to make their work better and that there are adults to turn to if they are worried.

IMPROVEMENTS NEEDED

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

- raise standards in English, mathematics and science;
- ensure that pupils have the best possible opportunities to increase their vocabulary and improve their language skills through the full range of National Curriculum subjects;
- improve procedures for assessing and recording pupils' attainments in subjects and their on-going English language development, and ensure that teachers use assessment information more systematically to adapt teaching to meet the needs of all pupils;
- ensure that all staff with management responsibilities have regular opportunities to gather information about standards in their subjects or about the effectiveness of other aspects of the school's work;
- ensure that the governing body is more rigorous in monitoring the school's performance and holding the headteacher and staff to account for what the school achieves;

and, to meet statutory requirements:

- ensure that there are thorough risk assessments covering all aspects of the school's work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in most of the areas of learning are **well below average** by the end of the Foundation Stage, as are standards in the core subjects³ by the end of Years 2 and 6. Pupils' current achievements are **satisfactory** because most make sound progress despite facing extremely challenging social and educational circumstances.

Main strengths and weaknesses

- Children in the Foundation Stage make good progress in relation to their personal, social and emotional development.
- Pupils in Years 1 to 6 achieve satisfactorily, although the school's results in English, mathematics and science are well below the national average.
- Children and pupils who are at the earliest stages of learning English make good progress.
- Pupils throughout the school achieve well in ICT and standards by the end of Year 6 are in line with those in schools nationally.

Commentary

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores⁴ in 2003

Standards in:	School results	National results
reading	13.3 (14.4)	15.7 (15.8)
writing	12.8 (13.4)	14.6 (14.4)
mathematics	13.5 (13.8)	16.3 (16.5)

There were 23 pupils in the year group. Figures in brackets are for the previous year

Key Stage 2

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

Standards in:	School results	National results
English	23.7 (27.4)	26.8 (27.0)
mathematics	24.7 (27.4)	26.8 (26.7)
science	23.3 (27.4)	28.6 (28.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year

1. When children enter the school, most perform at a level that is well below average for their age. Their speaking and listening skills are poor because almost all speak English as an additional language and about half are at a very early stage of learning English. Their knowledge and understanding of the world is also extremely limited. However, almost all make satisfactory progress overall in the reception class. Those at the earliest stages of learning English make good progress in speaking and listening and most learn to recognise numbers and to count. Children's progress in personal, social and emotional development is good and,

³ The core subjects are English, mathematics and science.

⁴ Average point scores are a statistical method for comparing a school's performance in a single core subject or in all core subjects with the performance of all schools or of similar schools. The school's scores are derived from the levels that pupils in Years 2 and 6 achieve in the annual National Curriculum tests.

as a result, they settle well and learn to work and play happily with others. However, despite satisfactory levels of achievement, few achieve the early learning goals⁵ and standards remain well below average by the end of the Foundation Stage.

2. Inspection evidence is largely consistent with the results of the national tests in 2003. It indicates that, throughout the school, standards in English, mathematics and science are well below average when compared with schools nationally and with similar schools. However, the tables above do not do justice to pupils' current achievements because they suggest that standards are falling. The standards that pupils are achieving are satisfactory because most are making satisfactory progress. Value added measures⁶ indicate that pupils' progress in Years 3 to 6 had been below that in schools nationally but close to that in similar schools. The school's results have only gone down over the last three years because there has been a huge increase in the overall number of pupils speaking English as an additional language, the number entering with little or no English and the number with other special educational needs. Almost all of these pupils are making satisfactory progress in relation to their attainment on entry, or to the linguistic and other educational difficulties that they face.
3. Indeed, pupils who speak little or no English when they enter the school, including pupils who are newly arrived in England, make good and sometimes very good initial progress. This is because the school identifies their needs promptly and ensures that they get the extra help that they need from the effective ethnic minority achievement and bilingual support staff. However, when pupils become more competent in speaking English, their progress slows to satisfactory because most teachers do not provide enough activities to extend pupils' speaking skills. The presence of these pupils in relatively small year groups has been a significant barrier to improvement and to the raising of standards, but there are clear signs that the school is beginning to overcome this difficulty. Standards are unlikely to rise in the current Year 6 because the proportion of pupils facing difficulties in their learning is particularly high, but the work of pupils currently in Year 5 indicates that standards are set to improve again in 2005.
4. For the reasons given above, pupils' performance in other subjects is also below the nationally expected standard, although their achievements are satisfactory in relation to their very limited experience and low attainment on entry. However, because there have been substantial improvements to resources, facilities and to the training of staff, pupils achieve well in information and communication technology (ICT) and standards are similar to those in schools nationally. Pupils with special educational needs make satisfactory progress towards the individual targets that have been identified for them and pupils from different ethnic backgrounds make similar satisfactory progress. The school's younger boys tend to do less well than girls, although by the time that pupils leave the school, such differences are much less marked.

Pupils' attitudes, values and other personal qualities

Most pupils have **good attitudes** to school and behave well. Relationships and levels of racial harmony are **very good**.

Main strengths and weaknesses

- Children in the reception class settle to school routines and begin to grow in confidence.
- Pupils have good attitudes and are keen to do well.
- Pupils' behaviour in lessons and around the school is good.
- Relationships and levels of racial harmony are very good.
- The school promotes pupils' personal, including spiritual, moral, social and cultural, development effectively.

⁵ Early learning goals – These are the standards that children are expected to reach by the end of their reception year.

⁶ Value added measures are a statistical method for measuring pupils' progress over time.

- The school works hard to improve pupils' attendance but some parents do not do enough to ensure their children are in school regularly and punctually.

Commentary

5. The school has satisfactory arrangements for introducing children to school life. Visits to the school ensure that children know what to expect and are familiar with the adults who will be working with them. Staff create a welcoming atmosphere and the classroom assistants and the bilingual support staff do a particularly good job in establishing routines and expectations, and supporting those children who have little experience outside the home or who speak little or no English. As a result, children feel secure in the reception class. They settle and soon begin to adopt helpful patterns of behaviour. Most are happy in school, respond well to all adults and work and play co-operatively with others.
6. The pupil questionnaire indicated that most pupils like their school because teachers show them how to make their work better, because teachers are fair and listen to their ideas and because there are trusted adults to turn to if they are worried. Inspection evidence supports these views. As a result, pupils' attitudes to learning are good, they are keen to learn and try hard. These positive attitudes improve pupils' learning and progress.
7. Pupils behave well because teachers and supervisory staff insist on good standards of behaviour. They use rewards and sanctions consistently and take the time to explain why a particular action is unkind or wrong. Consequently, most pupils understand the consequences of their actions. No pupils have been excluded from school for fixed periods during the last school year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	16	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Pakistani	128	0	0
Asian or Asian British - Bangladeshi	2	0	0
Asian or Asian British – Any other Asian background	4	0	0
Black or Black British - African	3	0	0
Any other ethnic group	2	0	0

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

8. The playground is a lively, yet harmonious place. Pupils play happily in groups that are mixed in terms of race, age and gender. Older pupils look after and play with younger pupils. Pupils who are not from the main ethnic minority background are fully included in games and friendship groups. Pupils confirm that they do not suffer racial abuse or harassment at school. Most pupils respect the school site. There is very little litter and no evidence of damage caused by pupils.
9. Relationships are very good. Conversations are characterised by mutual respect. Staff seldom shout or speak aggressively to pupils and most pupils follow their good example. Pupils get along well with one another and so collaborate easily in groups. For example, pupils in Year 5 were keen to help each other by sharing tips that enable friends to overcome mental

mathematics problems. This level of co-operation and mutual support improves pupils' learning considerably.

10. The school promotes pupils' personal development successfully. Pupils achieve good standards in relation to their spiritual, moral, social and cultural development. Arrangements that foster pupils' moral, social and cultural development are particularly effective. Pupils have lessons in personal, social, health education and citizenship (PSHE&C) every week and other subjects such as history, geography and science make a satisfactory contribution to this area of the school's work. The provision for cultural development has improved since the last inspection. There are more curriculum topics, such as that on Pakistan, and special events, such as the celebration of Eid, that reflect and value the cultural heritage of the majority of pupils and give other pupils a greater understanding and respect for the values of others.

Attendance

11. During the last complete school year, the overall attendance rate was very low in comparison with other schools. Many families made extended visits abroad and that was the main reason why the absence figures were so high. Such visits were a key factor in low standards, because they removed pupils from school, usually for several weeks, and often placed them in a non-English speaking environment. The newly appointed headteacher has dealt with this issue by advising parents about the impact that visits have on pupils' education and by strictly applying the rules about holidays taken during term time. Children who are absent on holiday for more than ten school days in each academic year are removed from the school register. The headteacher and the home/school liaison officer also work closely with the education welfare officer. They follow up all unexplained absences on the first day and encourage parents to ensure that their children attend school regularly. As a result of this more rigorous approach, attendance levels have improved significantly and are now similar to those in schools nationally. A minority of children arrive after the start of the school day but not so late as to cause disruption to lessons.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	8.0
National data:	5.4

Unauthorised absence	
School data:	0.8
National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The overall quality of teaching and learning is **satisfactory**. However, teachers' assessments and their use of assessment information in their planning are **unsatisfactory**.

Main strengths and weaknesses

- Teaching is good in Years 5 and 6.
- Teachers motivate pupils to work hard in most lessons.
- Teachers use support assistants effectively to help pupils to learn.
- In most subjects, teachers do not use assessment effectively to plan the next steps in pupils' learning.
- Pupils do not have enough understanding of how they can improve.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4 (12%)	9 (26%)	20 (59%)	1 (3%)	0	0

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

12. Teaching and learning are satisfactory overall, although there are examples of good teaching in all phases of the school. In Years 5 and 6, teaching is good and often very good because teachers are clear about what they want pupils to learn in the course of the lesson, so that their teaching is sharply focused and the pace is brisk. In addition, the teachers have established particularly constructive relationships with their pupils; they manage pupils effectively and insist on high standards of behaviour and involvement in lessons.
13. The quality of learning is also satisfactory. All teachers use encouragement and praise effectively to motivate pupils and to boost their self-esteem and confidence. As a result, most pupils apply themselves well to the tasks they are given and older pupils rise to the challenge of demanding work. In most instances, pupils focus on their work when they are not directly supervised and co-operate sensibly when they are set to work in pairs.
14. Teachers plan the role of the support assistants thoughtfully. Support staff ensure that pupils with special educational needs receive the support and encouragement that they need to overcome their difficulties, and that they make progress alongside others in the class. The ethnic minority achievement teacher, bilingual assistants and some classroom teachers give good support to bilingual pupils who are at the early stages of learning English. They plan and work together effectively to develop pupils' everyday English vocabulary as well as the specific vocabulary for subjects, such as mathematics and science. The bilingual assistants also use the pupils' home languages very effectively to help the pupils develop their English speaking skills. Therefore, these pupils achieve well in lessons and make good progress.
15. The school's procedures for assessing pupils' attainment and evaluating their progress are satisfactory. The Foundation Stage teacher thoroughly assesses children's attainments when they enter school and through to the end of reception. The school conducts the annual statutory and optional National Curriculum tests and supplements these with a programme of additional assessments, chiefly in English and mathematics. Records are maintained and the school uses this information effectively to track pupils' progress and to target additional support to meet the needs of specific groups of pupils.

16. Assessment and recording procedures for pupils with special educational needs are also satisfactory, enabling pupils to make satisfactory progress towards the targets on their individual education plans. The ethnic minority achievement staff have a good system to check the spoken English skills of bilingual pupils who are at the earliest stage of learning English. They use the information from these checks effectively to plan the next step in pupils' learning. Therefore, pupils make good progress at first. However, beyond this point staff check pupils' progress in English using the system that the school has for all pupils. The system is not precise or effective enough for pupils who are still at an early stage of learning English. Also, most teachers do not provide a wide enough variety of activities to develop the spoken English skills of bilingual pupils who are more proficient in English. As a result, the pupils' progress slows down.
17. Structured systems of assessment are also being established in science and ICT. In Years 1 to 6, teachers check pupils' understanding by questioning them in the course of lessons and by marking their work, but they do not consistently assess and record what pupils learn in these and in other subjects. Therefore, they do not have the accurate information that they need in order to plan tasks that meet the needs of pupils with different abilities by building carefully on their prior learning. This is unsatisfactory because it results in work that is too easy for some and too difficult for others. This prevents some pupils, including the more able, from doing as well as they can. Teachers set targets for pupils in English and mathematics and regularly check their progress towards them. However, in most classes, this initiative has little impact on pupils' learning or on developing pupils' understanding of how they can improve.

The curriculum

The school provides a **satisfactory** curriculum, although outdoor facilities for children in the Foundation Stage are inadequate.

Main strengths and weaknesses

- The curriculum is more balanced than at the time of the last inspection.
- Teachers plan a stimulating programme of visits, activities and special events.
- The school ensures that the curriculum is inclusive and provision for pupils who speak English as an additional language is improving.
- Curriculum review, evaluation and development are unsatisfactory.
- The accommodation is not as good as it should be for children in reception.

Commentary

18. The school provides a satisfactory curriculum for its pupils. The balance of time allocated to subjects is better than it was at the last inspection. Teachers now have the necessary time to teach subjects such as science thoroughly, and standards are rising. The curriculum reinforces the development of literacy skills through other subjects as a means of raising standards in English, although approaches to the development of speaking and listening skills are varied and inconsistent.
19. A good range of visits, visitors and special events enriches the curriculum. The school's participation in the local Learning Zone activities has done much to improve this aspect of its work. The Eid celebration, the Big Breakfast, the Clothes Show and the Freddy Fitness Programme have brought pupils' learning to life and have drawn parents into greater involvement with the school. However, even though representatives of Halifax Town football club regularly work with older classes, pupils have few opportunities for competitive sport.
20. The school is sensitive to the needs of individual pupils and works hard to ensure that all are included in every aspect of school life. Able and committed bilingual teachers' assistants

support well those pupils who are at an early stage of English language acquisition. Also, the ethnic minority achievement teacher gives useful training and advice to staff. These arrangements ensure that pupils with the greatest need receive effective support and so make good progress. The school's clear action plan has resulted in some good improvements in this provision since the time of the last inspection. Satisfactory provision for pupils with special educational needs ensures that they too have full access to the school's curriculum, and make satisfactory progress. However, the curriculum is not always well matched to different pupils' levels of capability, because teachers are not using assessment results systematically enough to inform their planning.

21. Although the school has the necessary planning to ensure that pupils are systematically taught the full curriculum as they move through the school, there are no arrangements for subject leaders to check how well these plans are put into practice or how effectively they help pupils to learn. This failure to review and evaluate the curriculum is unsatisfactory because it slows the rate of development and innovation. Subject leaders cannot readily judge how well pupils are achieving and how their progress could be improved. Similarly, the governing body does not have a programme of curriculum review to ensure that policies and practices are up-to-date and are implemented consistently across the school.
22. The accommodation has its limitations, but the school overcomes them in a way that allows all subjects to be taught satisfactorily. However, there is still no outdoor play area for Foundation Stage children, as at the time of the last inspection. Plans for this have now been approved and funding has been made available. The school's resources are satisfactory, although some specific shortages identified by the previous inspection have not yet been overcome, despite the school's large budget surplus.

Care, guidance and support

Pupils receive **satisfactory** care, guidance and support.

Main strengths and weaknesses

- The relationship between all the staff and the pupils is good.
- The school provides well for bilingual pupils who enter the school other than at the time of first admission.
- Training for staff covers the most important aspects of the care and protection of children.
- There are no regular formal procedures for canvassing the views of pupils.
- Staff are vigilant in matters of pupils' safety but governors are not rigorous enough in ensuring there are regular, thorough risk assessments on all aspects of the school's work.

Commentary

23. Pupils and staff have constructive relationships with each other. Staff know their pupils well and understand their personal development needs, although there are currently no formal procedures for monitoring this aspect of pupils' development. Levels of pastoral care are good and, as a result, pupils are confident there are adults to turn to if they are worried. Bilingual assistants provide particularly good support for those pupils who are newly arrived from overseas and are unused to school life or are at an early stage of learning English. They also provide 'catch-up' sessions for pupils who return from extended family holidays. These factors ensure that the pupils settle quickly into school life.
24. There are suitable procedures for child protection. All staff are kept up to date with current procedures through regular in-service training. The school also provides training in the care and guidance of particular groups of children, for example those with special educational needs and those in public care. Such training enables staff to meet the needs of the school's most vulnerable pupils.

25. Pupils hold positive views of the school. However, they do not have currently a formal opportunity to express their views about the work of the school. A school council has been formed recently and pupils have responded to the idea with enthusiasm. In the future this should provide pupils with a good forum through which they will be able to put forward their suggestions for improvements to the school.
26. Throughout the school day, levels of supervision of pupils are satisfactory and there are suitable arrangements for dealing with the minor incidents and accidents that occur. However, governors are not rigorous enough in ensuring there are regular, thorough risk assessments on all aspects of the school's work. This is unsatisfactory because the governing body has a statutory duty to oversee this aspect of the school's work.

Partnership with parents, other schools and the community

The school has a **good** relationship with parents and the community. Links with other schools are **very good**.

Main strengths and weaknesses

- The school works hard to encourage parents to participate in their children's education.
- The home-school liaison officer makes a significant contribution to the school's communication and partnership with the parents of bilingual pupils.
- There are very good links with other local schools.

Commentary

27. The school works in successful partnership with parents. The results of the pre-inspection questionnaire and the comments made at the parents' meeting indicate that almost all parents are very pleased with the quality of education that the school provides. Although there are no formal consultation procedures by which the school can obtain parents' views, the parent governor actively seeks out the opinions of parents and brings matters to the attention of the school and of the governing body. The school works hard to involve parents and to improve their understanding of the importance of parents in the education process. To this end, the school provides training for parents, for example in how to play constructively with their children and in how to develop aspects of literacy and numeracy in the home.
28. The school's information for parents is good. Through the school prospectus, the governors' annual report and regular newsletters, parents are kept informed of events in school. There are three parents' evenings each year that give parents ample opportunities to talk to the staff about their child's progress. Annual reports provide good information for parents on their child's academic and personal progress. Pupils are also able to make comments about their own progress, which gives them the opportunity to reflect on how they need to improve.
29. The bilingual home-school liaison officer communicates effectively with parents in their heritage languages so that they can access fully the information provided by the school. She meets informally with parents each day. Also, she plans and runs work shops so that parents feel more confident to involve themselves in the work of the school and to support their children with their learning at home. These initiatives have contributed to improving attendance levels and are beginning to overcome some of the barriers to learning that prevent bilingual pupils from achieving as well as they could.
30. The school's good links with the wider community contribute to several aspects of the school's work. Visits by the vicar, street wardens and theatre groups support pupils' personal development well. The school also has useful links with the local community group Himmat,

and is developing a partnership with the Halifax soccer and rugby league football clubs. These enable pupils to develop their sporting skills.

31. Pupils benefit from very good links with the partner secondary school, which result in effective arrangements for the transfer of pupils from Year 6 to Year 7. Visits to St Augustine's by staff from the secondary school and 'taster days' at the secondary school ensure that pupils move smoothly to secondary education. In addition, project work in English and mathematics started in Year 6 is continued when the pupils move into Year 7, and gives pupils a feeling of continuity that helps them to settle more quickly into lessons at the secondary school. St Augustine's also has good curricular links with the secondary school, which support the teaching of Spanish and aspects of ICT. The school's membership of the local 'Family of Schools' provides worthwhile opportunities for staff to participate in joint training initiatives and to share experiences and good practice.

LEADERSHIP AND MANAGEMENT

The headteacher provides **good leadership**. Leadership by other staff is **satisfactory**, but requires development. The school is **satisfactorily** managed. Governance is **unsatisfactory**.

Main strengths and weaknesses

- The new headteacher provides good leadership. She has high aspirations and a clear vision for the school that is already bringing about improvements.
- This year's planning is good, but there is not yet a long-term view to move the school forward.
- The management of the school is satisfactory but subject leaders do not monitor their subjects effectively.
- The governing body does not check the school's work carefully enough nor does it hold the school to account for what it achieves.
- The school has not been making the most of all of the money it has.

Commentary

32. The headteacher provides good leadership. She has clear plans for the school's development and is building an effective staff team. She has established a rigorous agenda for school improvement and some early initiatives are already beginning to have a beneficial effect. She has begun to inspire a sense of shared purpose among all staff who are keen to make the school more successful.
33. Because the headteacher took up her post part way through the school's financial and planning year, she has prudently chosen to implement an improvement plan for the current year only. Management is satisfactory because this plan addresses the school's most pressing issues. It gives the headteacher the necessary time to complete her evaluation of the school and to compile a longer-term development programme. The current plan is an effective tool for school improvement because it has a clear focus on raising achievement and on improving teaching and learning. It links the management of teachers' performance to identified priorities and enables progress to be evaluated effectively by having success criteria that are precise enough to establish how much improvement has been made.
34. The headteacher has introduced a rigorous approach to all aspects of monitoring and evaluation that are helping to raise achievement. She analyses pupils' performances in the national tests in order to identify and overcome weaknesses and to plan more effectively, for example for the deployment of bilingual staff or for the make up of support groups. Pupils have individual targets in English and mathematics, but this initiative is at an early stage of development and so many pupils still do not know clearly what they need to learn in order to improve.

35. Subject leaders do a satisfactory job maintaining resources at a satisfactory level and keeping policies and schemes of work up to date. However, they are not sufficiently involved in checking the quality of aspects of the school's work. As a result, there is not yet a systematic approach to the monitoring of teaching and learning, the sampling of pupils' work or the evaluation of teachers' planning. Subject leaders are therefore not contributing effectively to school improvement because they do not have a clear view of what works well and what needs to be improved. This is unsatisfactory because it slows the rate of curriculum development and innovation.
36. The governing body's role in managing the school and securing high quality provision is unsatisfactory. Although the governing body carries out most of its statutory duties appropriately and its committees are properly constituted, it is not effective in monitoring aspects of the school's work. Some committees do not meet regularly and neither committees nor individual governors visit the school often enough to gather first hand information about the school's work. Many governors do not know where improvement is needed and what can be done to secure it. The governing body is not holding the school to account for what it achieves or ensuring that all statutory requirements are fully met, for example those relating to health and safety.
37. Furthermore, the governing body does not monitor spending patterns carefully or regularly enough to ensure that funds are used to best effect. As a result, the school has built up a substantial budget surplus over recent years. This is unsatisfactory. However, the headteacher now has satisfactory financial plans to reduce this large surplus to acceptable levels and to ensure that the majority of the school's available budget is spent on the existing pupils and in accordance with identified priorities. These include the provision of an additional teacher to support the teaching of literacy and numeracy and additional resources for teaching English, mathematics and ICT. The school secretary works efficiently to ensure that school administration runs smoothly. She supports the headteacher well.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	411,475	Balance from previous year	77,429
Total expenditure	385,269	Balance carried forward to the next	103,635
Expenditure per pupil	2,485		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

38. Children enter school with well below average attainment. In the current reception class, half of the children are at an early stage of learning English and their skills in communication, language and literacy are at a very low level. In addition, most children's knowledge and understanding of the world is very limited. Teaching is satisfactory and children make sound overall progress in the reception class. Despite this, they attain standards that are well below average and very few are on course to attain the early learning goals for children of their age because their starting point is so low. The teacher assesses children's skills thoroughly and creates a range of records. This information is used satisfactorily in identifying individual children's development and learning priorities, particularly in communication, language and literacy, and mathematical development.

Personal, social and emotional development

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

Main strengths and weaknesses

- Staff in the reception class successfully ensure that the children settle securely into school life.
- The teacher and support assistant value each child's efforts and effectively boost their self-esteem.
- The children quickly learn and accept the boundaries that are set in school.

Commentary

39. The parents meet the class teacher and headteacher, and the children visit the reception classroom before they start. These arrangements successfully promote a smooth transition between home and school. The teacher and teaching assistant ensure that the reception class is welcoming and classroom systems are firmly established. As a result, almost all boys and girls grow in confidence in their approach to activities and daily routines.
40. Staff give lots of individual praise and encouragement, so that the children are motivated to do their best and show pride in what they have achieved. The teacher plans topics, such as *Belonging to a Family* and *Helping Each Other* that extend the children's self-knowledge and awareness of others. Many reception activities involve working or playing co-operatively with others, taking turns and sharing. These activities build children's confidence in learning and in their relationships with others, so that children achieve well in this area of learning. However, because of their low starting point, children's standards are below average by the end of their reception year.
41. The quality of teaching is good. The teacher has high expectations of children's involvement and behaviour. The children make good progress in learning what is expected of them. Almost all respond promptly to instructions, although they often take a long time to clear away equipment. They behave sensibly in their classrooms and when they move around school, as when they go to the ICT suite. They settle quickly to tasks and concentrate hard for short periods, when working independently. They handle books and equipment carefully. The successful teamwork between the adults in the reception class gives the children an effective model of co-operation, concern for others and a thoughtful approach to work.

Communication, language and literacy

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

Main strengths and weaknesses

- Children at an early stage of learning English receive good support from the bilingual support assistants.
- The teacher carefully plans worthwhile opportunities for the children to improve their communication skills.
- Children enjoy sharing stories. They take home books regularly.

Commentary

42. Bilingual support assistants work with children who are at an early stage of learning English and enable them to make good progress in developing their English speaking skills. Consequently, the children gain in confidence and take an increasingly active part in activities. For example, with support, children 'paddle' a kayak in the role-play area, which is set up as an Arctic region.
43. The quality of teaching is satisfactory and sometimes good. In the course of each day, the teacher plans purposeful activities to promote children's speaking and listening skills, such as retelling the story of *The Three Billy Goats Gruff* using models. The teacher and teaching assistant are consistently encouraging and patient. They value each child's efforts and so promote their confidence and willingness to communicate. Children make satisfactory progress, although their language skills remain well below average.
44. The teacher carefully prepares lively early reading activities, which successfully stimulate children's interest and promote a positive attitude to books. From their earliest days in school, children take books to share at home. Their achievement is satisfactory, with most children demonstrating an awareness of some letters and sounds and a small number recognising familiar words. Most children are beginning to understand that writing conveys meaning. They regularly practise writing their name and are beginning to learn to form letters. They try hard and make satisfactory progress. However, most children's reading and writing standards are well below the expected level.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children make good progress in counting and recognising numbers.

Commentary

45. Teaching is satisfactory. The teacher plans a good range of stimulating practical activities, such as counting brightly coloured feathers, which capture the children's imagination and promote their mathematical skills. In addition, children play games that boost their number recognition and they regularly join in counting routines and number songs, which successfully promote their sense of number, order and sequence. Such activities encourage children to see learning as fun and they achieve well. However, few are on course to attain the early learning goal in this aspect of mathematical development.

46. Most children enter school with well below average mathematical understanding and basic vocabulary. In the course of activities, the class teacher and teaching assistant consistently check and build on individual children's mathematical language. Consequently, children make satisfactory progress in learning the names of colours and mathematical language, such as 'long' and 'short'.

Knowledge and understanding of the world

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

Commentary

47. There was insufficient evidence to make overall judgements about the quality of teaching, children's achievement or the standards that they attain. However, evidence from observation and planning indicates that the teacher arranges an interesting range of activities to support and extend children's experience and learning. These include a visit to a mosque, a walk to the local park and a trip to Chester Zoo. Visitors to school include those who support children's topics, such as *People Who Help Us* and *Road Safety*. Children learn about the properties of sand, water and dough by handling and working with them. They have regular opportunities to use a range of simple computer programs in their classroom and in the computer suite. They become confident in using the mouse to select and move words and pictures on the computer screen.

Physical development

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy regular opportunities to be active in physical education lessons.
- Children have few opportunities for learning outdoors.

Commentary

48. There was insufficient evidence to make overall judgements about the quality of teaching, children's achievement or the standards that they attain. However, in the physical education session that was observed almost all children responded appropriately to instructions, moved safely around the hall without bumping into each other and controlled a ball satisfactorily using their hands and their feet.
49. Within the classroom, planned activities support children's physical development alongside other areas of learning. Children have frequent opportunities to fit together jigsaws and construction materials and to use paintbrushes and simple tools, such as scissors. However, children do not have direct access to a suitable outdoor area so that they lack opportunities to learn on a more active scale than is possible indoors. Plans are currently in hand to improve the Foundation Stage accommodation and to provide a secure outdoor area.

Creative development

Provision in creative development is **satisfactory**.

Commentary

50. There was insufficient evidence to make overall judgements about the quality of teaching, children's achievement or the standards that they attain. However, it is evident that creative activities form part of every day's work in the reception class. Children have frequent

opportunities to paint, stick and engage in imaginative play and the teacher often directs adult support to extend children's learning in this area of development. Children are keen to join in action songs. In the music session that was observed, the children enjoyed using their voices and percussion instruments to make quiet and loud sounds.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average but most pupils make satisfactory progress as they move through the school.
- As at the time of the last inspection, pupils are not given enough opportunities to develop speaking and listening skills.
- Teaching is satisfactory overall, and is mostly good in the upper Key Stage 2.
- Some aspects of assessment and its use in planning are unsatisfactory.
- Subject leadership is satisfactory, but the co-ordinator is not yet fully effective.
- In some classes, literacy skills are not systematically promoted through work in other subjects

Commentary

51. In the 2003 national tests for seven year olds, the schools results in reading and writing were well below the national average. The school's results for eleven year olds in English were also well below average, in comparison with schools nationally and with similar schools. Inspection evidence confirms that standards in speaking, listening, reading and writing are well below average throughout the school. However, pupils' achievements are satisfactory in relation to their very low attainment on entry, and to the linguistic and other barriers to learning that so many pupils must overcome before they can read, write and speak at levels expected nationally. Most make satisfactory progress because they receive help from teachers and support staff that allows them to improve steadily as they move through the school.
52. However, the most important reason why standards remain low is that there are still not enough planned opportunities for pupils to speak and, in doing so, to improve their overall language skills. For example, the 'talking partners' initiative is used well with those pupils at the earliest stages of learning and, because of the nature of the school's intake, this effective teaching method should be extended across the school. Also, there are too few opportunities for discussion and debate, role-play situations and drama activities. As a result, most pupils are not confident speakers by the time they leave the school and their overall linguistic development is inhibited.
53. Teaching is satisfactory in both key stages and results in the satisfactory progress that pupils make. Most teachers ensure that they share lesson objectives with pupils at the start and evaluate the extent to which they have been met at the end. They deploy classroom assistants and bilingual support staff effectively so that pupils with special educational needs or those who speak little or no English can be fully involved and make progress alongside others in the class. Teaching in upper Key Stage 2 is good. For example, in a particularly effective lesson in Year 5, the teacher's subject knowledge was secure and the lesson's content was challenging for pupils of all abilities. The pace was brisk enough to keep pupils involved, the teacher's enthusiasm ensured pupils' attitudes to learning were good and her probing questioning facilitated much worthwhile talk that extended pupils' understanding.
54. Teachers use information from on-going assessments to identify those pupils who need additional support. This arrangement works well because it allows teachers to deploy

classroom assistants effectively and to ensure that the right pupils are in the support groups that are available. Teachers have also begun to use assessment information to set personal targets, intended to help pupils to understand how well they are learning and to overcome identified weaknesses. However, this initiative is not yet fully effective because many pupils still do not know what their targets are. Teachers seldom use assessment information to modify tasks so that they meet the needs of pupils with different capabilities. The major weakness in current assessment procedures is that they do not take enough account of pupils' English language development. The ethnic minority achievement staff have a good system to check the spoken English skills of bilingual pupils who are at the earliest stage of learning English. They use well the information from these checks to plan the next step in pupils' learning. Therefore, pupils make good progress at first. However, beyond this point, teachers check pupils' progress in English using the system that the school has for all pupils. The system is not precise or effective enough for pupils who are still at an early stage of learning English.

55. The subject is led satisfactorily and there are clear plans for its continued development. Data from national tests is analysed in order to identify and overcome weaknesses. This has led to worthwhile initiatives, such as 'better reading', which provide well-targeted support for pupils. However, the subject co-ordinator is not fully effective because she does not regularly monitor teaching and learning and pupils' work to enable her to identify what is working well and what needs to be improved.

Language and literacy across the curriculum

56. Teachers provide some opportunities for pupils to speak, listen, read and write as part of their work in other subjects. For example, pupils in the Year 4/5 class wrote about the Second World War, pupils in the Year 2 class wrote their own Commandments and pupils in Year 6 discussed their group science investigations. However, some teachers do not give this important area enough emphasis. The approach to developing literacy skills across the curriculum is not yet systematic enough to ensure that pupils have the best possible opportunities to increase their vocabulary and improve their language skills through the full range of National Curriculum subjects.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- The achievement of pupils in Years 5 and 6 is good.
 - The quality of teaching in Years 5 and 6 is good.
 - Teachers do not consistently match tasks to pupils of all abilities.
 - Bilingual support assistants make a valuable contribution to pupils' learning.
 - The co-ordinator tracks the progress of all pupils.
57. The work of pupils in Year 2 confirms that the majority are on course to attain the expected standard for their age, although very few pupils are set to exceed it. These findings reflect the results of the 2003 national tests for seven year olds. Whilst only four pupils were below the expected standard, pupils' results were very low in comparison with all other schools because many pupils scored at the lower end of the average range, and only one achieved an above score⁷. However, these results represent satisfactory achievement, in view of children's low attainment on entry, the high proportion of pupils at an early stage of learning English and

⁷ The nationally expected standard for pupils at the end of Year 2 is National Curriculum Level 2. Pupils who achieve Level 3 in Year 2 are exceeding national expectations. However, Level 2 is made up of Levels 2A, 2B and 2C and the proportions of pupils achieving each sub-level affect the schools average points score and its comparison with other schools.

those with special educational needs. Moreover, although boys' achievements are below those of girls at the end of Year 2, the gap decreases as the pupils move through the school.

58. Standards are also well below average by the time pupils leave the school. Although these findings are similar to those of the previous inspection and reflect the results of the 2003 national tests, the achievement of the older pupils is improving. Pupils in Years 3 to 6 face similar difficulties to those in Years 1 and 2 and so achievement in Key stage 2 is satisfactory overall, but in Years 5 and 6 it is good. This is because the teachers in Years 5 and 6 have high expectations and set work that successfully challenges pupils of all abilities. In response, pupils work hard and make good progress. However, the results of those in the current Year 6 are unlikely to rise significantly because of the particularly high proportion of pupils with special educational needs and the number who have joined the school in recent years at a very early stage of learning English.
59. The quality of teaching is satisfactory overall, with examples of good and very good teaching in Years 5 and 6. Lessons are structured so that mental agility work forms a lively introduction in most lessons, improving the speed and accuracy of pupils' calculations. Teachers reinforce pupils' learning effectively when they allow time to bring pupils together at the end of the lesson to talk about their work. Throughout the school, teachers regularly assess and record pupils' attainment. However, in Years 1 to 4, they do not make enough use of the information they gain to adapt work to the identified needs of all pupils. This limits pupils' learning and the progress that they make in some lessons.
60. Throughout the school, teachers use bilingual support effectively to enable pupils at an early stage of learning English to take a full and active part in lessons. This high quality additional support successfully boosts pupils' confidence and promotes their understanding, so that they make good progress in these lessons. Activities that allow pupils to speak about mathematics and to listen to others speaking play a prominent part in lessons in Years 5 and 6. They help pupils to improve both their use of English and their mathematical understanding. Such activities are used less in other classes.
61. The subject co-ordinator monitors pupils' progress systematically. The school successfully uses the information gained in target setting and to direct additional support to groups of pupils. All teachers set broad targets for their pupils and regularly record their progress towards them. However, these are not consistently used to promote pupils' understanding of the strengths and weaknesses of their work, and how they can improve it, or to set work that is closely matched to pupils' prior levels of attainment.

Mathematics across the curriculum

62. There are worthwhile examples of work in art, design and design and technology, science and ICT that make a satisfactory contribution to pupils' mathematical understanding. These demonstrate teachers' awareness of the value of linking aspects of subjects in order to strengthen pupils' learning. For example, children in the reception class create three-dimensional pictures using long and short strips of paper. In Year 6, pupils use their mathematical skills in practical situations to draw diagrams and measure materials as they design and build a wheeled vehicle.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in science are rising but remain well below average overall.

- The teaching of science is satisfactory overall, although effective teaching in Years 5 and 6 is improving pupils' achievements. Teachers do not assess pupils' skills systematically enough and are, therefore, not able to modify tasks to meet the needs of pupils with different capabilities.
- Investigative and experimental work is well represented in teachers' planning.
- The science co-ordinator does not have opportunities to evaluate from first hand aspects of pupils' learning . This limits his ability to maintain an overview of standards in the subject.

Commentary

63. In the 2003 teacher assessments at the end of Year 2, standards were very low in comparison with schools nationally and well below those in similar schools. In the national tests at the end of Year 6, standards were very low in comparison with all schools and with similar schools. However, pupils' achievements are satisfactory and standards are beginning to rise. Whilst the overall standard in both key stages remains well below average, the proportion of pupils on course to achieve the higher than expected levels is somewhat higher than last year. This is a considerable achievement in Year 6 because the current year group has many pupils who face linguistic or other difficulties in their learning. The work of pupils currently in Year 5 indicates that even more are set to achieve or exceed the nationally expected standard⁸ in 2005.
64. The teaching of science is satisfactory overall, but is good in upper Key Stage 2. Most teachers prepare their lessons carefully. They know what they want pupils to learn and gather the necessary resources to illustrate their teaching satisfactorily. They make particularly good use of classroom assistants and bilingual staff to support the learning of less able pupils or those at an early stage of learning English. As a result, these pupils are able to succeed and make satisfactory progress alongside others in the class. In Years 5 and 6, teachers have high expectations and establish the habits of good behaviour and positive response that allow them to manage complex practical activities effectively. They have good levels of knowledge and understanding and so their teaching is authoritative and accurate. They use correct scientific vocabulary and question pupils skilfully to make them think more deeply, to extend their scientific understanding and to improve their use of technical language. This very constructive use of language is a strength of the teaching of older pupils but is not a consistent feature of teaching throughout the school. Moreover, teachers are not using assessment information effectively to modify tasks to meet the needs of pupils with different capabilities. This is unsatisfactory because it reduces the progress that pupils make.
65. Another factor that affects standards is the quality of the curriculum. The previous inspection found that the school was not allocating enough time for science topics to be covered in depth and that pupils were not getting enough experience of investigative and experimental methods. The school has successfully remedied these weakness by giving more time to the subject, and through a combination of improved guidance and support for teachers' planning. Pupils' work shows that most now get a regular 'diet' of investigative work that takes their understanding to a higher level.
66. The co-ordinator has introduced a system to enable teachers to assess pupils' skills in scientific investigation. However, he has not been able to check the consistency or progress of this important initiative or to evaluate standards or the quality of teaching and learning in individual classes because he has not been given the necessary time to carry out these tasks. Whilst he has done a satisfactory job of re-balancing the curriculum and upgrading resources, the lack of monitoring is unsatisfactory because it reduces the pace of development.

⁸ Pupils who achieve National Curriculum Level 4 at the end of Year 6 are in line with national expectations . Pupils who achieve the higher Level 5 are exceeding national expectations

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**

Main strengths and weaknesses

- Pupils make good progress and achieve standards in line with those in schools nationally.
- The school has improved its resources and facilities for the teaching of ICT.
- Teachers and classroom assistants have sufficient knowledge and understanding of ICT to teach basic skills effectively.
- Teachers are not using assessment data to plan work for pupils with different capabilities.

Commentary

67. Most pupils come to the school with little or no experience of ICT. They make good progress in all aspects of ICT and, as a result, most pupils are on course to achieve the nationally expected standard by the time that they leave the school. Inspectors saw only ICT being taught as a component of other lessons. These lessons, along with examples of pupils' completed work and discussions with pupils, form the basis of judgements on provision and about overall standards. However, there is not enough evidence to make a judgement about the overall quality of teaching and learning.
68. The school's resources and facilities for teaching ICT are better than they were at the time of the last inspection. There is a computer suite that will accommodate a whole class and the necessary projection equipment for teachers to demonstrate effectively. The school employs an ICT technician who keeps the suite 'up and running', contributes to staff training and supports teachers and pupils during lessons. These arrangements work well and add to the overall effectiveness of teaching and learning.
69. Staff have kept abreast of national developments in the teaching of ICT because teachers and classroom assistants have undertaken extensive training. As a result, they are both competent and confident when teaching ICT. For example, in a good Year 2 lesson, the teacher kept the pace of pupils' learning high throughout because her demonstrations were brisk and to the point, and her 'trouble-shooting' was efficient.
70. Pupils also contribute to the overall quality of learning in ICT lessons. Younger pupils are excited by the equipment that is available to them but, on most occasions, channel their excitement into productive work. Older pupils have the confidence to work independently but also collaborate very well and give constructive help that enables others to succeed.
71. The co-ordinator for ICT has done a good job in leading new developments in her subject. These include the introduction of new hardware and software, and a system for assessing and recording pupils' attainments. Staff have begun to use this information to evaluate the curriculum but are not yet using it to inform their planning. As a result, planning rarely takes account of the different needs and capabilities of the pupils. In most lessons, all pupils undertake the same task but, even though teachers and classroom assistants work hard to support pupils with learning or linguistic difficulties and to challenge the higher attainers, these pupils do not always make the progress that they should. This lack of specific planning is unsatisfactory. There are no arrangements for the co-ordinator to monitor aspects of the subject by observing teaching and learning in other classes, which reduces her impact as a subject manager.

Information and communication technology across the curriculum

72. Pupils use ICT satisfactorily as an aid to learning in other subjects. Examples seen or discussed during the inspection include:

- the word-processing of poems and stories using different colours, fonts and borders;
- the combining of words and pictures in 'PowerPoint' presentations;
- the use of information handling software to create graphs to display science results;
- the use of the Internet as a source of historical information;
- the use of creative tools to make pictures and patterns;
- the use of the programmable robot device to reinforce mathematical or geographical understanding.

However, this worthwhile application of skills is restricted because there are few free-standing computers in classrooms and teachers have to book limited time slots in the ICT suite.

HUMANITIES

This area of the curriculum was not included in the main focus of the inspection. Inspectors saw only three lessons. These lessons, along with a study of examples of pupils' completed work, discussions with pupils, work displayed around the school and teachers' planning documentation, form the basis of judgements on provision and standards.

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

Main strengths and weaknesses

- Standards are below national expectations in both subjects, but pupils make satisfactory progress overall as they move through the school.
- Planning indicates that both subjects are secure within the curriculum, but that work is rarely matched to pupils' abilities.
- Literacy skills are starting to be developed in **history**.
- Resources are limited, as at the time of the last inspection.

Commentary

73. Standards are below national expectations in both subjects because pupils' competence in English is low and hinders the development of historical and geographical knowledge, skills and understanding. However, most pupils make satisfactory progress as they move through the school.
74. Planning shows that National Curriculum requirements are met and that both subjects are secure within the school's curriculum. A study of Pakistan in **geography** is relevant to the interests of many pupils. It values pupils' heritage and allows parents to contribute to their children's learning. However, work is rarely matched to pupils' precise needs, which prevents some pupils from making the best possible progress. There was too little evidence to make secure judgements about teaching and learning across the school, although lessons seen were at least satisfactory.
75. Pupils use and develop their literacy skills in **history**. For example, Year 2 pupils write newspaper reports about the impact of Florence Nightingale's work in hospitals in the Crimea. Year 4 pupils compile questions to ask a visitor who has lived through the Second World War and Year 6 pupils complete accounts of life under the Aztecs in Mexico.
76. Resources are satisfactory, although there are deficiencies in resources such as artefacts, maps and photographs to bring both subjects to life.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Inspectors observed four lessons covering art and design, design and technology, music and physical education. These lessons, along with evidence from teachers' planning, looking at pupils' completed work and talking to pupils about aspects of their work, form the basis of judgements about

provision. However, there is not enough evidence to make judgements about the quality of teaching, pupils' achievements or the standards that they attain.

The school makes **satisfactory** provision for art and design, design and technology, music and physical education.

Main strengths and weaknesses

- In art and design, special events extend pupils' experiences and make learning fun.
- Teachers' use of assessment is unsatisfactory.
- The monitoring aspect of the co-ordinator's role is unsatisfactory.

Commentary

77. In **art and design**, teachers organise a good range of visits to museums, galleries and a sculpture park. Initiatives such as Art Fortnight significantly raise pupils' awareness of the subject and provide opportunities for them to work in school with artists and craftspeople. They are keen to talk about their art projects, which include a satisfactory range of two- and three-dimensional work. Pupils readily discuss the work of artists they have studied, including Lowry and Van Gogh. Links with mathematics, history and ICT give added purpose to pupils' artwork and result in exciting projects such as the creation of 'fantasy creatures' by reception, Year 1 and Year 2, using both painted and computer-generated images.
78. In design and technology, pupils have opportunities to design and make a satisfactory range of products, including clay pots, puppets and simple electrical alarm systems. In the observed lesson, Year 6 pupils worked with care and a satisfactory degree of precision to measure, mark, saw and begin to join doweling to build a chassis for their planned wheeled vehicles. Pupils concentrated hard on their tasks and demonstrated good awareness of safety issues.
79. Pupils regularly sing and listen to **music**. They also have opportunities to compose, play instruments and perform. Participation in Christmas concerts and celebrations of festivals such as Eid, occasional workshops with visiting musicians and performing with local schools successfully promote pupils' interest in the subject. There is also a lunchtime music club for older pupils.
80. Teachers' planning and policy documents indicate that all elements of the National Curriculum for **physical education** receive regular attention. In the lesson observed, pupils made satisfactory gains in developing their dance skills. Pupils who speak very little English received good support and encouragement. This enabled them to take a full part in lessons, experience success and make satisfactory progress.
81. There are no consistent arrangements for assessing pupils' attainment in the creative, aesthetic, practical and physical subjects. In most lessons, all pupils complete the same activities because teachers do not have the necessary information to match tasks closely to pupils' prior attainment. This limits teachers' capacity to fully challenge and extend individual pupils' learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The overall provision is **satisfactory**.

Main strengths and weaknesses

- All pupils have regular PSHE&C lessons and teachers use links with other subjects to reinforce pupils' learning.
- The co-ordinator has clear plans for the further development of the subject.

Commentary

82. The school promotes PSHE&C successfully. Pupils have regular, planned opportunities to develop greater self-awareness and confidence by discussing a range of general issues, including those they face as part of everyday life. Teachers plan appropriate activities for the timetabled PSHE&C lessons or 'circle time'⁹. The development of the School Council also gives pupils an opportunity to act on behalf of others and to represent pupils' views on aspects of school life. Teachers make effective links with other subjects to ensure that pupils develop a healthy lifestyle, and learn how to respect the feelings of others and the differences between people. For example, in a very good Year 6 lesson, the teacher made effective links to pupils' work in literacy and to their own experience, when he used a poem to help pupils understand the nature and impact on others of stereotyping and prejudice.
83. The enthusiastic PSHE&C co-ordinator has helped develop planning for the subject so that it includes work on diet, health, sex and relationship education, the misuse of drugs, personal safety and citizenship. The Healthy Schools award is leading to further worthwhile developments in the subject. The co-ordinator is already investigating alternative schemes of work and resources to support teachers' planning more effectively.

⁹ Circle Time – when younger pupils sit together and share thoughts and feelings or talk about things that are important to or concern them.

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	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	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	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	5
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	2
The leadership and management of the school	4
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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