

INSPECTION REPORT

WESTBOURNE PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107300

Acting Headteacher: Ms B Wardle

Lead inspector: Mr P M Allen

Dates of inspection: 23rd - 26th February 2004

Inspection number: 258365

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	460
School address:	Skinner Lane Manningham Bradford
Postcode:	BD8 7PL
Telephone number:	(01274) 483 138
Fax number:	(01274) 773 328
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Ayyaz
Date of previous inspection:	9 th March 1998

CHARACTERISTICS OF THE SCHOOL

This is a very large community primary school located in an urban community of significant social and economic disadvantage. There are 420 pupils on roll, plus 80 who attend part time in the Nursery class. There are more girls than boys. The vast majority of the pupils live within the immediate area of the school. All bar one have English as an additional language. The vast majority are from a Pakistani heritage background, with a significant minority from an Indian heritage background and a small number from a Bangladeshi heritage background. Of these pupils, around 100 are at an early stage of English language acquisition. Seventy-four pupils are identified as having special educational needs, mainly concerned with moderate learning difficulties. This proportion is above the national average. There are four pupils who have a statement of special educational need, this proportion being below the national average. The proportion of pupils taking free school meals is well above the national average. The vast majority of pupils have successful pre-school education through the school's own Nursery class. Even so, attainment on entry to the Reception Year is well below what could be expected, most notably in speaking and communication skills; a number enter with little or no English. The school's involvement in 'Excellence in Cities' and 'Sure Start' (a community based programme designed to improve support for families and children before and from birth to four years) brings additional funding. The time of the inspection followed a period of staff changes, adversely affected by difficulties in staff recruitment. Due to the long-term absence of the headteacher, the deputy headteacher has been acting headteacher since September 2003, with a member of staff as acting deputy headteacher.

The school was awarded the 'Artsmark' in 2002 when it also gained 'Healthy Schools' and 'Investor in People' awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17531	Peter Allen	Lead inspector	Mathematics Art and design History
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21113	Jane Sargent	Team inspector	Foundation stage Music Religious education
17310	Ann McAskie	Team inspector	English Design and technology Geography Special educational needs
29686	Stefan Lord	Team inspector	Science Information and communication technology Physical education English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school **needs to improve its effectiveness** in order to provide an acceptable standard of education and requires special measures to help it improve. The teaching is variable in quality and unsatisfactory overall. The teaching the pupils receive does not enable them to achieve sufficiently well relative to their capabilities. Standards are well below national averages and should be higher. Although the acting headteacher has made a positive start, leadership and management are unsatisfactory overall. The value for money provided by the school is unsatisfactory.

The school's main strengths and weaknesses are:

- The quality of teaching (including the monitoring and assessing of attainment and progress) is not sufficiently high for the pupils to achieve well and to bring about improved standards.
- The school's evaluation of its own performance and its plans for improvement are not sufficiently rigorous.
- Children are given a good start to their school lives because of the high quality of the work in the Nursery class.
- The governing body is insufficiently informed about and involved in school improvement.
- All pupils benefit from the school's caring, community ethos.
- There are good links with the parents and very good links with the community.
- The school works very effectively to promote good attendance.

The issues identified in the previous report of March 1998 are not appropriate as the school was subject to a local reorganisation of education in September 2000. However, all the indications are that this school is clearly not as effective as the first school on the same site which preceded it.

In accordance with Section 13 (7) of the School Inspections Act 1996 I am of the opinion and HMCI agrees, that special measures are required in relation to this school.

STANDARDS ACHIEVED

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

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

Standards are very low and **most pupils do not achieve sufficiently well**. Many children enter school with poor language and communication and social skills, with a significant number at an early stage of English language acquisition. They make a positive start in the Nursery class and although most achieve well in this part of the school, they are unlikely to reach the goals children are expected to reach by the end of the Reception Year. Standards at the end of Year 2 and Year 6 are overall well below national averages in English, mathematics and science. This reflects the school's results in the national tests in 2003 and over recent years. On some occasions, such as at the end of Year 6 in 2002, the results were in the lowest five per cent nationally. The inspection team found no significant differences between the attainment of boys and girls and the attainment of pupils of different ethnicity. Standards in information and communication technology are slightly below what is expected at the end of Year 2 and in line at the end of Year 6. Standards in religious education are

broadly in line with those typically seen. Pupils need to achieve better to reach the highest levels of which they are capable. This needs to be the school's overriding main priority.

Pupils' personal development is good, including the overall good provision for their spiritual, moral, social and cultural development. Most pupils have positive attitudes to school and behave well. Most are punctual. The school has been successful in reducing long-term absences through extended holidays and, as a consequence, attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is unsatisfactory. The quality of teaching and learning is not sufficiently high with a significant number of lessons where it is unsatisfactory. The quality of education in the Nursery class is good because of the good quality of the teaching. Where teaching is good, pupils achieve well and make good progress, but this does not happen often enough in the school as a whole. Too often, teachers have insufficiently high expectations of what pupils can achieve. The school needs to assess and monitor pupils' progress more thoroughly in order to set the pupils appropriate targets for improvement. The curriculum is satisfactory overall with some weaknesses. The provision of support, advice and guidance is satisfactory. The school benefits from its good partnership with parents and its very good links with the community.

LEADERSHIP AND MANAGEMENT

The acting headteacher is leading by example and has identified an appropriate agenda for improvement. However, in other respects **leadership, management and governance are unsatisfactory.** There is no long-term strategic plan for improvement. A recent start has been made in school self-evaluation, including the monitoring of teaching and learning, but much remains to be done. Governance does not fully meet statutory requirements because some pupils do not have full access to their entitlement in physical education. Governors are very supportive of the school but they are not well informed about its performance and are not sufficiently active in helping to shape the vision and direction of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school and feel that their children are happy and well cared for. Many parents would appreciate clearer guidance on pupils' progress and the school's expectations for homework and inspectors endorse these needs. Some parents indicated a concern about bullying; the inspection team found no evidence to support this. Pupils are very positive about their school; all those consulted spoke with warmth about their school lives and the adults who teach them.

IMPROVEMENTS NEEDED

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

- Raise pupils' achievement and attainment by improving the quality of teaching across the school.
- Significantly develop the rigour of its self-evaluation processes.
- Significantly develop the role of the governing body.

and, to meet statutory requirements:

- Ensure that pupils in Years 5 and 6 have full access to the physical education curriculum.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in English, mathematics and science are well below the national average. In relation to their prior attainment, most pupils do not achieve sufficiently well in these subjects. There is no significant difference between the attainment of boys and girls and between the attainment of pupils of different ethnicity.

Main strengths and weaknesses

- Pupils do not achieve sufficiently well because of the overall unsatisfactory teaching.
- Standards need to be higher across the school.
- Children make a good start and achieve well in the Nursery class.

Commentary

1. At the time of the previous inspection, prior to local reorganisation in 2000, the school was a First School with pupils leaving at the end of Year 4. The report from that inspection judged that standards at the end of Year 2 were in line with the national averages in reading, mathematics and science and below in writing. Attainment at the end of Year 4 was judged to be broadly average. All the indications are that standards have deteriorated for pupils in Years 1 to 4 since the time of that inspection.
2. Children are given a good start to their school lives because of the good teaching in the Nursery class. At the time of the inspection English was not the first language of any child in the Nursery and Reception classes. When children start at nursery age many children have little and sometimes no English and overall attainment is very low, especially in social, communication and language skills. Although the good teaching and a good curriculum ensures that children make good progress in the Nursery class, nevertheless when they start their Reception Year standards are still well below what could be expected for children of that age.
3. Children achieve better in the Nursery class than they do in Reception classes. Few children are likely to meet the national Early Learning Goals which children are expected to reach by the end of the Reception Year. This is the case in most of the areas of learning, although children do better in the physical and creative areas of learning.
4. Judgements on current standards are based on work seen in lessons, on an extensive review of pupils' work and on discussions with pupils; judgements are informed by the school's own data, which include predictions of future performance at the end of Year 2 and Year 6.

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

Standards in:	School results	National results
reading	13.3 (13.6)	15.7 (15.8)
writing	12.8 (12.2)	14.6 (14.4)
mathematics	15.0 (14.8)	16.3 (16.5)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

5. Standards at the end of Year 2 are below average in reading and well below average in writing, mathematics and science. These standards are broadly reflected in the 2003 results when standards in reading, writing and science were well below the national average for all and

similar schools and standards in mathematics were well below the national average and below the average of similar schools. There have been times in recent years when the reading and writing results have been in the lowest five per cent of all schools nationally.

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

Standards in:	School results	National results
English	25.4 (22.0)	27.0 (27.0)
mathematics	23.9 (22.0)	26.7 (26.6)
science	26.4 (24.9)	28.3 (28.3)

There were 65 pupils in the year group. Figures in brackets are for the previous year.

6. Pupils make insufficient progress between Key Stage 1 and Key Stage 2. Standards at the end of Year 6 are well below average in English, mathematics and science. These standards are reflected in the 2003 results in mathematics and science which were below the national average for all and similar schools, but not in English where the results were below the national average but in line with those of similar schools. Overall, the 2003 results were a slight improvement on the previous two years when all results were in the lowest five per cent nationally when compared with all and similar schools. At the end of Year 6, too few pupils reach the expected Level 4 for most 11-year-olds in English, mathematics and science and very few reach the higher Level 5.
7. Most pupils in Years 1 to 6 are not achieving sufficiently well. This is the result of the quality of teaching which is unsatisfactory overall. In many lessons too little is expected of the pupils who are insufficiently productive. The work in exercise books reflected this. Discussion with pupils often indicated that a number of them had a higher level of understanding than was required in the work set; for example, in science a significant number of higher attaining Year 6 pupils showed a better understanding of forces than was required in the worksheet being completed. In some classes, such as those in Year 4, there are higher expectations of what the pupils can achieve than there are in most other classes. The teaching in Year 2 and Year 6 is insufficiently challenging to enable the pupils to perform well in the end of year national tests.
8. The low standards in mathematics are due to the poor numeracy skills shown by the pupils; many pupils lack real understanding of addition, subtraction, multiplication and division. The school needs to work harder to address this. In literacy, a significant number of pupils have poor speaking skills, standards in reading are below average and, in writing, many pupils need help to develop the language skills needed to put their thoughts into words. Poor reading and writing ability has a negative impact on pupils' attainment in most areas of the curriculum and in their use of literacy across the curriculum.
9. Standards in information and communication technology are slightly below average at the end of Year 2 and in line with what could be expected at the end of Year 6. Standards in religious education are broadly in line with those typically seen. Given the time constraints of the inspection, it was not possible to make secure judgements about standards in other subjects, although standards in physical education are adversely affected by the way that pupils in Year 5 and Year 6 do not have opportunities for dance and gymnastics.
10. The staff work hard, but not always successfully, to meet the learning needs of all the pupils. Good support is sometimes, but not always, provided for pupils with special educational needs. Some make good progress in their learning, working towards the targets identified in their individual education plans. For some, progress is adversely affected by the variability in the quality of the plans, some of which have imprecise targets. The significant number of pupils who are at an early stage of English language acquisition are usually well supported by the bilingual support staff, most of whom work alongside children in the Foundation Stage and

in Years 1 and 2. As a consequence, most pupils make good progress in their English language acquisition.

11. Over time, test results at the end of Year 2 and Year 6 show no significant difference between the attainment of boys and girls. This was borne out by inspection findings. Virtually every single pupil in the school has English as an additional language; the majority of pupils are from a Pakistani heritage background, a minority from an Indian heritage background and a small number from a Bangladeshi background. The school has begun to consider attainment by ethnicity and the current perception, shared by the inspection team, is that there are no significant differences in attainment by ethnicity.
12. The quality of teaching is not sufficiently high for the pupils to achieve well and to bring about improved standards. The school now needs to act swiftly to address this basic problem as part of a strategy to drive up standards, setting challenging targets for improvement.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are good for most pupils. Pupils' moral and social development are good and their spiritual and cultural development are satisfactory. Attendance is satisfactory.

Main strengths and weaknesses

- Where teaching is unsatisfactory this has a negative impact on pupils' attitudes and behaviour.
- The school works very effectively to promote good attendance.
- There have been no exclusions.
- Relationships among pupils and between pupils and adults are usually good.
- Pupils are gaining good levels of self-esteem, demonstrated by their increasing maturity and confidence.
- The school works well to promote harmony.

Commentary

13. Pupils' attitudes to their learning and their behaviour, although good overall, can vary. In some lessons pupils work well, both independently and collaboratively. However, in lessons where teachers do not exercise sufficient control or where the pace of work is too slow, pupils' attention becomes distracted and pupils stray off task.
14. Pupils' behaviour is generally good and no instances of serious oppressive behaviour were observed during the inspection. Behaviour at playtimes can become boisterous, particularly in locations out of direct view of supervisors, but most pupils conform to the school's expectations. The school's procedures are usually effective in limiting occasional incidences of harassment.

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	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	52	0	0
Asian or Asian British – Pakistani	399	0	0
Asian or Asian British – Bangladeshi	6	0	0
Asian or Asian British – any other Asian background	6	0	0
Black or Black British – African	1	0	0
No ethnic group recorded	6	0	0

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

15. All aspects of personal, social and emotional development are well promoted in the Nursery and Reception Years and the children respond well. Pupils usually show respect for each other and relationships are good between the pupils and adults. Pupils of all ages and both genders mix well together. There are no racial tensions between pupils of differing ethnic backgrounds. Pupils readily accept and enjoy taking responsibilities, for example, the dining room monitors. Older pupils act as 'buddies' and some serve on the school council. Pupils are happy to take responsibilities.
16. Pupils' personal development benefits from a wide range of community and charity work and also from the recent improvements to the personal, health and social education curriculum which now includes elements of citizenship. Educational visits and visitors into the school help to broaden the pupils' knowledge and understanding of the world. The school teaches pupils to appreciate their own cultural traditions and the diversity and richness of other cultures. In the pre-inspection questionnaire the majority of pupils agreed that they like being at school and that the adults provide good support.

Attendance**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.6	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.

17. The majority of pupils arrive at school punctually and settle quickly into class routines; there are however some regular latecomers. The school works very hard to promote good attendance. The number of pupils who have poor attendance of below 80 per cent, is being gradually reduced, although there remain more than 20 pupils in this category whose progress is adversely affected. The improvement in attendance has benefited from the work of the home-school liaison teacher; one very significant improvement has been in reducing the length of holidays to Asia taken by many pupils. The school has been successful in making sure that pupils' schooling is not adversely affected by overlong holidays.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is unsatisfactory. The overall unsatisfactory teaching means that the pupils do not achieve sufficiently well. The provision of support, advice and guidance is satisfactory. There is a good partnership with parents and the school works very closely with the local community.

Teaching and learning

The quality of teaching and learning is unsatisfactory overall across the school and not sufficiently high enough for the pupils to achieve well and to bring about improved standards. Assessment arrangements are in need of significant development.

Main strengths and weaknesses

- There is good teaching in the Nursery class which enables the children to achieve well.
- Too much of the teaching is unsatisfactory, lacking pace and failing to challenge the pupils sufficiently.
- Good use is often made of bilingual teaching assistants.
- Assessment arrangements are variable, as is the quality of marking.

Commentary

18. At the previous inspection, the good quality of teaching was a major factor in the good progress made by the pupils. This is not the situation now. In recent times the school has experienced difficulty in recruiting new staff and there has been a high turnover of staff. At the time of this inspection, several supply teachers were working in the school, although some of them were long-term supply teachers well known to the school.
19. The teaching in the Nursery class is good. Planning for the skills children need to develop is good, providing a range of well-organised activities suited to the full range of abilities. Support staff are used effectively and make a significant contribution to the achievement of the children. For example, bilingual teaching assistants' skills and expertise are used effectively to ensure pupils at an early stage of English language acquisition fully understand what is expected of them to take part in the range of activities provided. This good teaching enables the children to achieve well.
20. The quality of teaching is variable from Reception to Year 6, with an unacceptable proportion of lessons being unsatisfactory. As a result the pupils' learning is also unsatisfactory which is one of the main reasons why they are underachieving and not making the expected progress. Weaknesses sometimes lie in teachers not expecting enough of pupils, setting work which is too easy and a slow pace to lessons. This can result in pupils losing interest, becoming inattentive and not learning enough. Unsatisfactory teaching was spread across the year groups, except in Year 4 where some good teaching was seen. Where good teaching was seen the teaching showed pace and challenge and high expectations and the pupils worked hard to give of their best. The only very good teaching seen was by a visiting music specialist.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	1 (2%)	11 (19%)	32 (55%)	13 (22%)	1 (2%)	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.

21. Teachers have a satisfactory command of the subjects they teach and their planning usually identifies appropriate learning intentions. However, in planning not enough attention is given to matching the planned learning to pupils' needs. This contributes to the higher attaining pupils not being provided with tasks that challenge and motivate them. In many lessons observed there was insufficient challenge for the higher attainers. A review of the work in exercise books shows that they often do exactly the same work as others in their class. In the mental and oral starters to numeracy lessons there was little or no consideration given to how best to challenge these pupils. In literacy sessions all pupils often did the same task after the introduction, which was also aimed at the whole group. Where pupils in Year 5 and Year 6 were grouped by ability, such as in mathematics, the higher attaining pupils often did the same or similar activities as the other groups. Where this happens, pupils have a higher level of understanding than is required by the set tasks.
22. Lessons are usually introduced appropriately and the pupils are made aware of the purpose of the lesson; new vocabulary is highlighted. Quite often, where pupils are still developing English language skills, bilingual teaching assistants explain new words and ideas in the pupils' home language and this has a significant impact on their understanding and ensures inclusion in the lesson.
23. Teachers take time to explain ideas and often use visual aids and resources to enable pupils to learn; for example, in a Year 4 science lesson with a focus on electrical circuits. However, explanations and questioning can take too long and do not move pupils' learning on at an appropriate pace as seen in a Year 3 science lesson when the pupils became restless and showed inappropriate behaviour. Too many lessons lack teaching strategies which help to motivate and inspire pupils in such a way as to maintain their interest and as a result learning is unsatisfactory. This is one of the main reasons why pupils are not making the expected progress and are underachieving.
24. Support for pupils with special educational needs is variable and is affected by the overall quality of teaching. In lessons where work is planned effectively to meet their needs and there is good communication between teacher and teaching assistant, pupils are supported very well and make good progress. Too often this is not the case. In some lessons the match of tasks to need is inappropriate and inefficient use is made of teaching assistants. The school is beginning to address the needs of gifted and talented pupils. In the upper school where pupils are organised into ability groups for English and mathematics the aspirations for pupils of lower ability are not sufficiently high.
25. The use of homework is not sufficiently developed to effectively reinforce and extend what is learned in school. Too little homework is given, especially for older pupils, to help raise standards.
26. Assessment arrangements are unsatisfactory and need review and development. The lack of regular assessment within short-term planning is resulting in the higher attaining pupils not being sufficiently challenged. Staff keep records about the progress being made by pupils across the curriculum. However, the lack of rigorous checking of the progress pupils have made, especially in English, mathematics, science and information and communication technology, means that teachers are unclear about the potential of individual pupils.
27. Individual pupil and group target setting for improvement is inconsistent and compounds the problems. In their books some pupils have targets that are annotated and some have no targets at all which provides the pupils with no information about what they need to do in order to improve. Although there are some good examples of marking where teachers help pupils to improve their work this is not consistent, particularly in Key Stage 2. Too frequently work is marked giving only cursory attention to what pupils have done well or what needs to be improved in order to raise standards. This has resulted in pupils' presentation being poor and in pupils taking little pride in the way they present their work.

28. The quality of teaching is currently not sufficiently high for the pupils to achieve well and to bring about improved standards. In order to improve its performance, this is the main issue for the school to address.

The curriculum

Curricular provision is satisfactory overall with some weaknesses. It meets statutory requirements, except in Years 5 and 6 where there is no provision for gymnastics or dance. Provision in the Nursery class is good. Opportunities for curricular enrichment through the range of extra-curricular activities are good with a good range of visitors. Overall the quality of the accommodation and resources are satisfactory.

Main strengths and weaknesses

- The good bilingual support helps to ensure that all pupils access the curriculum.
- There is a good range of extra-curricular activities.
- Provision for personal, social, health education and citizenship is benefiting from recent improvements.
- The nursery curriculum focuses well on the needs of children.
- Information and communication technology is not used sufficiently well to support other areas of the curriculum.

Commentary

29. The curriculum is satisfactory overall with some weaknesses. It incorporates a broad range of worthwhile curricular opportunities including good extra-curricular provision. The school works hard to ensure equality of access for all pupils; for example, the good bilingual support helps to ensure that pupils at an early stage of English language acquisition are able to take full part in the lessons.
30. Although much work has been done to improve the curriculum since the previous inspection, more remains to be done. The use of national guidance for each subject together with joint planning has helped to provide consistency within year groups and to substantially ensure coverage of the programmes of study of the National Curriculum. The detail of how lessons are taught is at the discretion of the teachers and is dependent on expectations. Some introductions to lessons are too long and pupils lose interest and become restless. Planned written activities are not having sufficient impact on raising standards. The school has begun to address this issue through scrutiny of planning files and pupils' work, but much remains to be done. Some good links are made between subjects but insufficient use is made of information and communication technology across the curriculum.
31. The curriculum for the Foundation Stage is having a greater impact in the Nursery class than in the Reception classes. In the Nursery, provision is better targeted to needs and more effective use made of teaching assistants, especially those working with children who need bilingual support. The outdoor play area, although limited, is well used to support the physical area of learning.
32. Curriculum co-ordination has been adversely affected by staff changes and recruitment problems; for example, there is currently no co-ordinator for mathematics or for information and communication technology and some staff members hold responsibilities for which they feel they have no specific expertise. These difficulties are having a negative impact on curriculum development.
33. The co-ordinator for special educational needs is beginning to have a positive impact on provision. Specifically targeted support for pupils with special educational needs, those who need bilingual support and gifted and talented pupils is beginning to have an impact. Within classes, provision is less effective. Teachers write individual education plans (IEPs) for pupils

with special educational needs and organise how support is to be provided. This has a significant impact on the quality of support these pupils receive. Work on improving IEPs and translating the targets into effective help is at an early stage and much more needs to be done to ensure targets are met and support effectively used. There is good practice in the school on which to build.

34. The school provides well for personal, social, health and citizenship education, including sex education and drugs awareness. Relationships education teaches pupils about the cyclical nature of life. There is emphasis on sensitivity to beliefs and understanding of the school community. Weekly worship to which parents are invited is Christian, Muslim or non-faith. Madrassa (mosque school) is well attended by pupils from the community. All these activities make a very positive contribution to personal development.
35. Good opportunities are provided both during and after the school day and on Saturdays to develop learning, through the good use of visits and visitors to the school and through a variety of clubs, residential visits and summer schools for specific pupils. The school's involvement in the 'linking schools' project enables some pupils to experience a school environment with a different ethnic mix. Each year older pupils work with a local secondary school on an interesting historical project.
36. The current use of a local sports centre rather than the school hall for physical education for Years 5 and 6, does not enable pupils to take part in dance and gymnastics so that these pupils do not receive their full entitlement in this subject. The opening of the new sports, arts and community building should be an asset to physical education and the performing arts. A visiting music consultant provides useful guidance and high quality teaching.
37. The match of teachers and support staff to the curriculum is satisfactory with some need for further training. The indoor accommodation overall is adequate, although some classrooms are rather cramped and the noise levels created when some practical lessons take place are a distraction, especially for groups working in shared areas. Playground space is limited and the outdoor play area for the Foundation Stage is barely adequate. Across the school the range and quality of resources are satisfactory overall, although the provision of reading books needs review. Colourful displays of artefacts and pupils' work enhance the quality of the environment.

Care, guidance and support

The school provides good care, support and guidance for its pupils. There is a positive caring, community ethos within which the safety and welfare of pupils is given high priority. Pupils are suitably involved in the school's work and development.

Main strengths and weaknesses

- The school has suitable policies and procedures for dealing promptly with pastoral matters, including child protection issues.
- Welfare and first-aid provision is good.
- External agencies give good support.
- Personal, social and health education has recently been much improved.
- The school has effective induction procedures for the new pupils.
- Pupils' own views are sought and valued.

Commentary

38. The school has a caring community ethos that is valued by the parents and the pupils. There is a high level of pastoral care, which provides support and guidance across the school. Pupils feel secure within the school's warm and friendly environment. Whilst the school has appropriate policies and procedures for pastoral matters, it has sometimes been difficult to

maintain consistent practices with the recent high level of staff turnover, although the school does have a useful staff handbook.

39. Early identification of pupils with special educational needs helps to ensure that support is provided as soon as possible. This support may be either in class, in small groups or individually working on basic literacy skills. Bilingual support for the younger children in school has a significant impact on their learning. Four specially trained learning mentors, three of whom are bilingual, provide a structured programme of support for individuals with learning problems which is helping to raise self-esteem. The programme benefits from effective home-school communication.
40. The school has good procedures for celebrating achievement and promoting pupils' personal development, including a new personal, social, health and citizenship education curriculum. Welfare matters are well provided for with a strong contingent of qualified first aiders. The school works hard to promote a healthy lifestyle for its pupils and it benefits from good support from external agencies. Child protection procedures are good and health and safety matters are, overall, given good attention; for example, risk assessments are carefully considered and approved for educational visits.
41. The school has a range of initiatives to promote good behaviour and attitudes. A celebration assembly was observed, where rewards and certificates were presented for sport and art activities, together with class trophies for attendance and negotiated class rewards for the most merit points. All the pupils were aware of the school's attendance target and there was genuine delight apparent in the successful classes. There are many posters and displays throughout the school which promote friendliness and respect; certificates and awards, such as the 'Golden Book' are proudly displayed.
42. The pupils' views are canvassed through the school council. The two pupil 'clerks' to the council type up and distribute the minutes of their meeting. There are suitable procedures for recording and dealing with medical matters. The school's staff work hard to provide a high level of care and support for pupils who have personal difficulties. The good care, support and guidance make a positive contribution to the pupils' well-being.

Partnership with parents, other schools and the community

Parents have positive views about the school and value its educational provision for their children. There are good links with other schools and very good links with the local community.

Main strengths and weaknesses

- Strong parental support was clear in the pre-inspection questionnaire and meeting.
- Parents find it easy to approach staff.
- Information to parents, particularly on pupils' attainment could be improved.
- The school's use of homework is inconsistent and parents would appreciate a better understanding of the school's expectations.
- There are very good links with the local community.
- The school provides very good extended services for educational support programmes.
- Communication with parents is greatly enhanced by the high number of bilingual staff.

Commentary

43. Parents are supportive of the school, they are welcomed into the school and the school's staff are very amenable to any concerns. The school is fortunate in having a large number of bilingual staff, including teaching assistants, who provide a valuable link for communication with many parents. Parents are given every opportunity to be involved in reviewing the needs

- of their children with special educational needs. Many appreciate the work done by the school and have confidence in the advice given to them by the special needs co-ordinator.
44. The school has two formal consultation evenings each year, one at the beginning of the autumn term and one at the end of the school year. The majority of parents attend these sessions and receive helpful information on their children's progress. In addition the school has an occasional open day for parents. The end-of-year pupil reports are, overall, satisfactory, giving good detail of progress and some targets for improvement in English and mathematics, but the other subject sections tend to just describe the work covered.
 45. Other information provided to parents by the school is satisfactory. The governing body's annual report is satisfactory. The prospectus is very good, generating interest and excitement about the school and its work. However the newsletters are irregular, leading to a lack of information to parents; for example, about the many staffing changes. More could be done to canvass parents' views. The amount of homework given, even to the oldest pupils, is relatively low and a number of parents indicated that they would prefer clearer information on the school's expectations.
 46. One of the school's strengths is its success in working with its community, particularly the extended services and educational support programmes. The school works hard to make good use of the external grants which enable it to provide classes in its community room; for example, the language enrichment classes and the parent and toddler group. There are good links with the community and the local environment is well used to extend education, such as visits to Lister Park and Manningham Mill. The successful Madrassa, which builds upon the spiritual and religious beliefs of the community, is very well attended by pupils from Westbourne and other schools. Links with other primary schools and the secondary schools are good.
 47. The school has a good partnership with parents and a very good partnership with its community, well enhanced by the work of the home/school liaison teacher. The involvement of parents in the work of the school is increasing, helping to ensure that links with parents and the community will continue to be strengths of the school.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are **unsatisfactory**.

Main strengths and weaknesses

- Standards and achievement have lagged behind other schools because the school's leaders have not been sufficiently rigorous in analysing performance and taking effective action.
- The school successfully addresses linguistic barriers to learning.
- Governors are supportive of the school and promote inclusion but they have insufficient knowledge of pupils' achievement and have not held the school to account over its performance or its curriculum.
- The acting headteacher has been effective in identifying many of the school's strengths and weaknesses and has started to take action to improve teaching and learning.
- There are no plans for the improvement of the school in the long term and the short-term plan does not effectively address the raising of standards or improving the quality of teaching.
- Management is ineffective overall; there are no clearly identified leaders for some key areas of the school's work.

Commentary

48. The leadership of the school is unsatisfactory overall. At the time of the previous inspection, leadership and management were judged to be very good. The school is successful in promoting a caring environment and is committed to inclusion, but it is not successful in

promoting high achievement. At the time of the inspection an acting headteacher had been in post for approximately six months. She has quickly identified a number of important areas where improvement is needed and has made a start in addressing these. Staff want the school to succeed but there is no clear and cohesive strategy to bring this about.

49. The acting headteacher and acting deputy headteacher have established a programme for monitoring teaching. The first cycle of this has recently been completed and issues have been raised, but the system lacks rigour and most teachers have only received feedback as a group. The acting headteacher is leading by example and teaching literacy alongside staff in Key Stage 2. The school is also benefiting from the support of the local education authority through the placement of a leading literacy teacher in the school to work alongside staff at Key Stage 2. There has not been sufficient time for these measures to have had an impact on the standards that pupils are attaining.
50. The management of the school is unsatisfactory. The management structure has recently been revised and teams have been developed for curriculum management and within each of the four teaching bases. The base leaders represent their colleagues' opinions but have no clear monitoring role. Curriculum teams have been developed to overcome difficulties caused by recruitment problems and the effect that this has on subject leadership. However, crucial areas of the school's work, such as mathematics, information and communication technology and assessment are managed by teams and do not benefit from having a nominated teacher with an overview of whether standards are high enough or whether developments have been effective. Some of the school's procedures, such as teachers leaving lessons early because of playground duty, require revision because they are having a negative impact on learning.
51. The co-ordinator for pupils with special educational needs is very experienced and conscientious and is given sufficient time to fulfil her role. Since her appointment she has identified a number of important areas for development and her priorities are relevant. She now has an overview of pupils who have special educational needs and those who are gifted and talented. She is beginning to influence work on individual education plans to monitor the quality and links with planning. There is much work still to be done to ensure consistency across the school. The co-ordinator is very proactive in overseeing the work of support assistants and organising their training.
52. The school has made a start on analysing its performance, but this is in need of further development so that the findings result in more effective action. The School Improvement Plan dates from January 2003. It identifies the need to raise attainment, but there is little to indicate that the school understands exactly how this will be brought about. The plan does not address the need to improve the quality of teaching.
53. The development of the school beyond the current academic year has not been properly considered. The lack of such a plan leaves the school without clear direction for the future and means that there is no opportunity for governors or the senior management to address significant issues systematically over time. There are no strategies for addressing the recruitment difficulties that the school faces and which are contributing to some of its current difficulties. Recruitment is also affecting the school's financial management and this has not been addressed by forward planning.
54. Governors have invested a lot of time in the development of very good community links and this action has been successful. The chair of governors has frequent meetings with the headteacher. Some governors work within the school, but overall the governing body is not sufficiently well informed about the work of the school. Statutory targets are set each year, but governors are insufficiently aware of pupils' levels of achievement and are therefore unable to challenge the school's senior management about academic standards. The governance of the school is unsatisfactory and does not fully meet statutory requirements because some pupils do not have full access to their entitlement in physical education.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,468,313
Total expenditure	1,498,324
Expenditure per pupil	3,137.85

Balances (£)	
Balance from previous year	73,671
Balance carried forward to the next	43,660

55. Financial management of the school from day to day is satisfactory, but it is unsatisfactory for the longer term. A bursar attends the school each week to assist the school's administrator with managing financial matters. Good records are kept of the budget and of the various funding streams that the school attracts. The school has a small amount of money available for contingencies. However, this amount is being eroded by the current high level of spending on supply teachers. The lack of a long-term School Improvement Plan indicates that governors have no plans to manage the recruitment situation nor are they looking ahead to the time when their contingency funds may no longer be available.
56. The school successfully addresses the barriers to learning faced by pupils who speak English as an additional language. Good use is made of designated funds to provide a range of support. Pupils from minority ethnic groups are well supported by bilingual staff, who are mainly deployed within Nursery, Reception and Key Stage 1. A music consultant visits the Foundation Stage each week to develop children's language through the use of song and rhythm. A home-school liaison worker has developed good relationships with families and her support is helping to improve attendance and reduce the number of extended absences. Learning mentors work with particular pupils to help raise achievement. Successful summer schools are organised, such as a three-week nursery summer school for children due to enter Reception each September.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

57. The provision is **satisfactory** overall. The indications are that it has deteriorated since the previous inspection when provision was judged to be good. Current provision is better for children in the Nursery class than for children in Reception. The children, all of whom have English as an additional language, enter school with standards of attainment well below those that might be expected. The school places great emphasis on supporting children who speak little English on entry to school and additional staff work in the Nursery class and Reception, offering good learning support for these children.
58. Children are accommodated in a large nursery classroom and two smaller Reception classrooms, all of which have access to a small outdoor play area. The nursery classroom is spacious, but the Reception classrooms have less space. In Reception, the two classes work independently, but the open plan nature of the rooms sometimes has a negative effect on learning, as noise from the neighbouring room can intrude into quiet parts of lessons and cause distractions.
59. Staff generally work well as a team within each class, but there is only limited teamwork across the Foundation Stage, accounting for some of the differences in achievement. Staffing arrangements in Reception are more complex than in Nursery, with one class being taught by two different teachers. Teaching and learning are consistently good in the Nursery and satisfactory overall in Reception, but ranging from unsatisfactory to good in lessons seen. Where teaching is good it is adapted to suit children's responses and offers good support for learning within a broad range of activities. Where teaching is unsatisfactory, expectations are insufficiently high and activities are not well planned. Classroom management, especially at the end of lessons, is not always well considered.
60. Children achieve better in the Nursery class than they do in Reception classes. Few children are likely to meet the Early Learning Goals which children are expected to reach by the end of the Reception Year. This is the case in most of the areas of learning, although children do better in the physical and creative areas of learning.
61. The recently appointed Foundation Stage co-ordinator has had too little time to make an impact. She is knowledgeable and has started to review planning and is also starting to review provision. The curriculum is sound. Records of achievement for children in the Nursery class indicate that they engage in a good range of different activities. There is less breadth apparent in the work seen for Reception children, although all the areas of learning are represented.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is good and most children develop into independent learners who persevere.
- Children are happy and confident and learn how to make choices.
- The balance between activities led by the teacher and those that children choose for themselves, is better in the Nursery than in Reception.

Commentary

62. Children achieve well in this area, although few are likely to reach the expected goals. The school's caring ethos gives children the confidence to try new things. They quickly become familiar with the range of activities available and although they enjoy working with an adult, they also work well alone. Attitudes to learning are good and children persevere with activities they find difficult, such as more complicated jigsaws or writing activities. The good number of adults means that children have plenty of good role models. Older children learn to share equipment and enjoy playing co-operatively. Many younger children play alongside one another, for example in the 'Baby Clinic', but they do not readily play collaboratively and occasional outbursts of frustration are heard.
63. Within the Nursery class, there is a good balance between adult-initiated activities and those that children choose for themselves. Adults are good at developing children's play and respond well to the things children say and do to take learning further. In the Reception classes, the structure of the day does not always lend itself to offering children the opportunity to choose what they would like to do. For example, within literacy and numeracy lessons, children are directed to particular activities until they are recalled for the final part of the lesson. For some children this is too long for them to concentrate and their interest wanes, productivity tails off and they therefore achieve less.
64. The deployment of bilingual staff within the Foundation Stage is good. Staff are skilled at translating speech into children's home language and then modelling key words in English. They celebrate children's achievements in acquiring new language and so effectively build children's self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Bilingual staff make a significant contribution to children's acquisition of spoken English.
- The school fosters a love of books.
- Expectations are not always sufficiently high in the Reception classes.

Commentary

65. Nursery children achieve well in this area of learning because of consistently good teaching. Teaching in the Reception classes is satisfactory overall and children's achievement is satisfactory. A small number of children are likely to attain the expected goals for children at the end of the Reception Year, but very few will exceed them.
66. In the Nursery, children are encouraged to talk about their work and about other learning experiences. Particular activities are used to target children by capturing their interest and developing their early use of language. For example, work about the texture of the outside of a pineapple and the taste of pineapple flesh stimulated good descriptive language which spontaneously developed into a discussion about tinned pineapple and pineapple juice. Language and understanding are effectively developed through the work of bilingual staff, who translate and model language, enhancing children's understanding. There are fewer opportunities for spontaneous talk in the Reception classes. Sessions are more structured and children are directed to activities where they are often led by an adult and specific language is developed. Where no adult is present there is often little language used.
67. Children in the Nursery class enjoy looking at books and listening to stories. They learn that print conveys meaning and become involved in mark-making work, showing good levels of control. In Reception, children further develop their interest in books, such as *The Very Hungry Caterpillar*, which they listen to on tape and as a shared 'big book'. Reading skills are being

soundly developed and children are learning the sounds that letters represent. When writing, insufficient attention is given to how children hold their pencils and the correct formation of letters. Expectations are not always sufficiently high and there is often too little difference in the work done by groups of children with differing abilities. Classroom organisation sometimes detracts from learning experiences, for example, when sharing work, children are not always encouraged to concentrate on what is being said.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Mathematical vocabulary is well promoted in group time.
- Emphasis is placed on practical learning.
- Mathematical development is promoted across the curriculum.
- In Reception, tasks are not always carefully matched to children's abilities.

Commentary

68. On entry to the Nursery, attainment is well below that expected of children of this age. In Nursery, children experience a good range of practical learning opportunities. They begin to count and compare in many different activities. For example, when working with an adult in the dolls' house, dolls are counted and their sizes compared; in role play in the 'Baby Clinic' babies are weighed and in sand and water play children count as they fill containers of differing sizes. They start to name shapes such as squares, circles and triangles. For one day each week, mathematics is a major focus in the Nursery and activities are selected that help to develop further mathematical language, thinking and learning.
69. In Reception, children continue to develop their counting and ordering skills. They learn the language for the passage of time; for example, they learn the days of the week and the names of the seasons. When recording their number work, reception children begin to write down numerals and draw the number of items they represent. Higher attaining children learn to add one more and find one less with numbers up to ten. Children become familiar with handling coins and recognise and sort coins of different values. Mathematical vocabulary is carefully reinforced in group work so that children are familiar with words such as add and subtract. Children learn and use positional language in their activities and begin to tell the time.
70. The quality of teaching is good in the Nursery class and satisfactory overall in Reception. Achievement is good in the Nursery class and satisfactory in Reception. Planning is sound and promotes appropriate learning objectives through mainly practical tasks. Attention is given to all the aspects of the mathematics curriculum, but activities are more varied in Nursery than in Reception. Teachers in Reception are following the National Numeracy Strategy and deliver the mathematics curriculum through a dedicated numeracy session each day. This highly structured approach to mathematics means that some children find learning very difficult as tasks are not always carefully matched to their abilities and their achievement is consequently low. Few children are likely to meet the prescribed Early Learning Goals by the end of the Reception Year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children receive a soundly balanced curriculum for indoor and outdoor play.
- Nursery staff capitalise well on unplanned learning opportunities.
- Too little time is allocated to teaching early information and communication technology skills.

Commentary

71. Few children are likely to achieve the expected Early Learning Goals. On entry to Nursery many of them show little awareness of the world around them. Children develop their scientific thinking through play in the water tray, investigating floating and sinking. Through play in the role play area children further their understanding of situations they experience at home and locally. Children build structures using wooden bricks and work collaboratively to improve their work. Nursery staff capitalise on unplanned learning opportunities to develop children's understanding of the weather. For example, during the inspection there was a light covering of snow and staff took children outside so that they could feel the snow and gather it in a bucket. Alongside these activities, language is used to help children describe their experiences.
72. Good use is made of the local area by Nursery and Reception staff. Children visit local shops and the local park to investigate the local area. Indoors, Reception children create roadways and play with model cars developing their early geographical understanding. They develop an understanding of time through talking about and learning the days of the week, understanding that they do not come to school at the weekend.
73. On the computer, children develop good control of the mouse through well-chosen programs. Skills are taught in the Nursery and further developed in Reception when children visit the computer suite and use the computers in the classroom.
74. The quality of teaching and learning is good in the Nursery and satisfactory in Reception. Achievement is good in the Nursery class and satisfactory in Reception. In the majority of nursery activities, children are well supported in the development of knowledge and language. However, the use of time in the Reception classes is not always satisfactory. For example, Reception children were allowed 20 minutes in the computer suite to learn about and practise using a new program. In short sessions such as this, too little is achieved because there is insufficient time for the children to rehearse and consolidate their learning. The impact of the teaching was further reduced because the program was demonstrated on a small PC screen, rather than being projected on the available whiteboard.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Reception children have only limited opportunities for outdoor play.
- Children make better progress in the Nursery class than in Reception because there are more varied opportunities.

Commentary

75. Most children achieve satisfactorily in this area of learning and are likely to meet the expected goals by the end of the Reception Year. In the Nursery class, children often make good progress because they engage in interesting and varied activities. They shape play dough by

pressing, pulling, rolling and pushing. They draw patterns and shapes in a mixture of flour and water on a table top and enjoy using paints and crayons. Many activities are purposeful, such as sending a thank you letter to a visitor. In outdoor play, children climb on apparatus, run, jump and hop in the larger spaces and ride on wheeled toys. They develop a good sense of balance and learn to use some toys co-operatively.

76. All children are developing their competence in dressing and undressing for outdoor play or physical activities in the hall. In Reception, children are beginning to develop an awareness of space and some are showing sound control of their movements. However, only a limited range of activities was seen to help to further develop the control of fine movements because Reception children were often directed to other specific literacy and numeracy activities. Most often, children write and draw in the course of other work and use play dough to shape letters. Use of the computer mouse to control a program is good. Children can drag and drop small pictures, positioning them where they choose.
77. The quality of teaching is good in the Nursery and satisfactory overall in Reception. Staff provide a satisfactory range of activities overall, although the range available in the Nursery class is superior to that seen in Reception. Achievement is generally better than in other areas of learning, but the development of physical skills is inconsistent across the full range of activities within the Foundation Stage.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Music provision is good, effectively developing children's listening skills.
- Children enjoy role play and adults help to develop children's language through imaginative play.
- Role play provision is better in the Nursery than it is in Reception.

Commentary

78. Most children achieve well and are likely to meet the expected goals by the end of the Reception Year. Children in the Nursery have access to a broader range of activities than children in Reception, largely because space is more limited in the Reception classes. Children in Nursery experience painting with different shades of one colour, enjoy the sensations of squeezing and squashing play dough and make up games with adults to find objects in water that has been coloured black. They are stimulated and challenged by new experiences which extend their language. In Reception activities are more usually restricted to using paints or crayons. Reception children also enjoy making collages. In the role-play areas children act out familiar situations and adults develop children's spoken language effectively by spending time playing with the children. In the Nursery class, a 'Baby Clinic' was well resourced, with weighing scales, record cards, nappies and several dolls. A visit by a midwife further developed the quality of play and the language children used as they cared for the babies. In Reception there is a role play house which children enjoy using.
79. A weekly visit by a music consultant offers children in the Foundation Stage good opportunities to develop their musical skills and their listening skills. Children in the nursery work in small groups with the teacher and Reception children have a whole class lesson. All the children participate and gain pleasure from singing responses and playing musical games. The visiting teacher's expectations are high and children rise to meet them, achieving well.
80. The quality of teaching is satisfactory overall, being consistently good in the Nursery, but more variable in Reception. Achievement is best when adults become directly involved with children and have high expectations.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards in English are well below average at the end of Year 2 and Year 6.
- Standards in reading are below average but higher than those in writing.
- The quality of teaching is insufficiently high.
- Marking of work is inconsistent across the school.
- Standards of handwriting and presentation of work are generally insufficiently high.
- In lessons where planning is appropriate, teaching assistants provide well for pupils with special educational needs and those who require bilingual support.
- Oral presentations at the beginning of lessons are the most successful parts of lessons.

Commentary

81. Standards are well below average at the end of Year 2 and Year 6. This reflects the performance in the national tests over recent years when standards have been consistently well below average. The indications are that standards are lower than those identified in the previous report prior to reorganisation and that pupils do not achieve as well as previously. There is some evidence of recent improvement as a result of initiatives introduced such as that for 'Better Reading'. These are not having sufficient impact because of the overall quality of teaching which is not contributing sufficiently well to raising achievement. Overall, the quality of teaching and learning is unsatisfactory. Very little good teaching was seen and a number of lessons were unsatisfactory. Where teaching is unsatisfactory, pupils are insufficiently productive and they acquire new knowledge and skills in an arbitrary way.
82. Speaking and listening skills are promoted well in a number of lessons with good modelling of language. Many pupils enter school with poor speaking and listening skills and teachers are well aware of the need to promote language development. It is an important target for the current year. Where planning is effective and there is good liaison between teacher and support staff, pupils are making good progress. Teachers are keen to develop pupils' confidence in speaking and taking a full part in discussions but rules are often not consistently applied. This often results in some pupils interrupting when others are talking, dominating conversations or making inappropriate contributions. Other pupils continue their own conversations and are unable to respond effectively to other people's views.
83. Reading is generally well organised and the systematic teaching of skills in Years 1 and 2 is beginning to impact on standards. The 'Better Reading' initiative is having a positive impact on the progress of those pupils involved. There is a whole school guided reading record. Although most pupils can decode words, too few read fluently and with sufficient understanding. Interest in reading at school and at home varies.
84. Standards in writing are in need of significant improvement. Most teachers do not have sufficiently high expectations of written work. Although learning objectives are usually explained at the beginning of lessons, pupils are given insufficient guidance in the amount and quality of work expected. This results in insufficient challenge for higher attainers. Too often teachers accept what the pupil offers, sometimes praising work of poor quality. Tasks for lower attainers, most noticeably in the upper school, rely too much on written exercises which are sometimes unfinished and offer too little opportunity for pupils to succeed well. Progress is too slow. Extended writing lessons are useful but the variability of work seen reflects the quality of teachers' planning and expectations. There is evidence of the recent review of

marking procedures but practice is still inconsistent across the school. Pupils are given targets for achievement. In classes where these are focused and regularly checked, they are helping to raise standards. Some targets are too general and checked insufficiently frequently. Standards of handwriting and presentation are overall insufficiently high. For too many pupils, there is too little pride taken in their work.

85. Whole school assessments are useful in helping to identify areas for development. Day-to-day assessment and marking of pupils' work is very variable across the school. There are examples of good practice. Leadership and management are satisfactory and improving. The co-ordinator is well organised and has identified appropriate areas for development. As a result of monitoring teaching and learning, she has recently introduced useful initiatives designed to raise standards. They are not yet having sufficient impact in all classes.
86. Resources and accommodation are adequate. Resources for pupils with special educational needs are good overall. In classes where teaching assistants are well briefed they make a valuable contribution to the learning of pupils with special educational needs. Pupils in the younger part of the school benefit from the support of the bilingual classroom assistants. No use was made of information and communication technology in classrooms to support teaching and learning during the inspection. Homework arrangements need review. A positive aspect is the way that the curriculum is enriched by visitors to school such as actors, authors and poets and visits to the theatre.

Language and literacy across the curriculum

87. There is evidence of writing skills being used in other subjects. Pupils produce stories based on an historical novel and accounts of Greek myths in history and write about a mountain environment in geography. Writing recipes and instructions for designing and making purses and windmills in design and technology and writing up science investigations, all enable pupils to practise their literacy skills. However, work is generally not of a sufficiently high standard.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards are well below average.
- The overall unsatisfactory teaching means that most pupils do not achieve sufficiently well.
- Planned tasks do not always meet the needs of the pupils.
- Marking and assessment need to be more consistent across the school.

Commentary

88. Standards at the end of Year 2 and Year 6 are well below the national average. These standards are lower than those identified at the previous inspection at the end of Year 2 and the end of Year 4 when they were judged to be in line with what could be expected. The current standards reflect those of previous years, a trend of low performance. Year on year since 1999 the results have been well below the national average at the end of Year 2 and Year 6. In two of the last three years, the results at the end of Year 6 have been in the lowest five per cent of similar schools and of all schools nationally. Overall, too few pupils reach the higher Level 3 at the end of Year 2 and the higher Level 5 at the end of Year 6.
89. Many children start school with a very low level of mathematical and linguistic understanding. The very low standards of attainment across the school are mainly due to the pupils' poor numeracy skills. Many lack a real understanding of addition, subtraction, multiplication and division. There is evidence of pupils' competency in using number bonds in their calculations

but the very low starting point coupled with the large number who make insufficient progress, means that a significant number of pupils are working at a lower level than expected.

90. Many pupils do not achieve sufficiently well because of the quality of teaching they receive. During the inspection the quality of teaching and learning was unsatisfactory overall. Just one lesson was good; of the rest just under a half were unsatisfactory. Where teaching was good there were high expectations of the pupils who were productive, making good progress during the lesson. In many lessons, the teaching lacks pace and urgency and too little is expected of the pupils. Sometimes pupils have to listen for too long before they become directly involved in producing work. In some lessons there is too much calling out and inappropriate behaviour, so that very little gets done. In effective lessons pupils became well engaged and productive. Where teaching is less effective the approach of some pupils is too casual and too little is produced.
91. The variation in teaching and expectations was reflected in a review of work in exercise books. In some books, such as those for Year 4, the pupils carefully produced a good amount of work which was marked constructively, giving pupils the opportunity to understand how they were doing and what they could do to improve. In some work, however, pupils achieve little; their work is careless and is poorly marked; expectations are low. The pupils in Year 5 and Year 6 are grouped according to ability for daily lessons. This system is not successful, partly because there is too little difference in the work set for different groups.
92. The provision for homework is inconsistent across the school and requires review so that pupils and parents have a clear understanding of the school's expectations. The subject currently lacks any proper leadership and management. The previous co-ordinator left the school recently and has not yet been replaced. Three of the base leaders currently share the responsibility but this does not make for effective leadership. Assessment is variable across the school and needs review to ensure consistency of practice in monitoring and assessing pupils' attainment and progress. Resources for mathematics are satisfactory. Good support is generally provided for pupils with special educational needs and the bilingual assistants provide good support for pupils to access information from the lessons, especially in the younger classes. During the inspection, no use was made of computers to support the learning during the mathematics lessons observed. In mathematics, there is much to be done to improve the teaching so that it impacts better on achievement and attainment.

Mathematics across the curriculum

93. There are examples of pupils making good use of mathematics as part of their work in other subjects, helping them to develop an appreciation of its practical applications. In science pupils use data collections to create tables and graphs; in geography pupils make use of co-ordinates for mapping; in history they create time lines. There is need to make more use of information and communication technology to support the work in mathematics and extend its use across the curriculum.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards are well below national averages.
- The quality of teaching is insufficiently high in Years 3 to 6.
- Sometimes teachers explain and discuss scientific vocabulary effectively and use questioning and resources well.
- There is a lack of opportunity for scientific investigation.
- The quality of marking is variable and some is in need of improvement.

Commentary

94. Standards at the end of Year 2 and Year 6 are well below average. This is reflected in the results of the national tests. Standards have been low for some time. At the time of the last inspection the school was designated as a first school and standards were in line with the national average for pupils in Year 2 and across the school. Since that time there has been a downward trend in standards.
95. The National Curriculum tests at the end of Year 6 show that the percentage of pupils who have attained the Level 4 expected for their age is well below the national average and that very few pupils have attained the higher Level 5. Although the proportion of pupils achieving the expected Level 4 is increasing, the pupils make insufficient progress from the end of Year 2 to the end of Year 6. A review of pupils' work undertaken during the inspection confirms that standards are low and pupils are not achieving to their potential.
96. Although science is timetabled appropriately, it was not possible to observe any science teaching in Years 1 and 2. At best, the quality of teaching is satisfactory in Years 3 to 6 and there are instances of unsatisfactory teaching. There is a lack of attention to the needs of higher attaining pupils in the planning which results in a lack of challenge for these pupils. For example, the Year 6 pupils are grouped in classes by ability for science lessons but work is not carefully matched to their needs. Similarly, when worksheets are used in other classes, too often the same worksheet is used by all pupils in the class no matter what their ability. When this happens higher attaining pupils have a higher level of understanding than is required for the tasks set. The lower attaining pupils benefit from a step-by-step procedure but the higher attaining pupils do not achieve as well as they might. The overall result is that many pupils are underachieving.
97. In the more effective teaching, teachers engage pupils in discussions about the work that is taking place and ensure new vocabulary is highlighted and understood. They use resources effectively to move learning on such as in Year 4 when the teacher provided large drawings of how a battery, bulb and switch are represented in an electrical circuit diagram.
98. In less effective lessons, pupils are insufficiently engaged to make a useful contribution to discussions. They do not have enough opportunity to carry out their own experiments or investigations. There are too few opportunities for pupils to develop their own hypotheses, to set up their own fair test experiment and to be encouraged to isolate variables. Much of the work seen in Year 6 pupils' books consists of answers to questions from a text book.
99. In Years 5 and 6 too many pupils' books contain work that has been completed without care. Although there are some good examples of marking where teachers help pupils to improve their work, this is not consistent, particularly in Years 3 to 6. Too frequently work is marked giving only cursory attention to what pupils have done well or what needs to be improved in order to raise standards. The assessment and monitoring of pupils' progress in the subject is not sufficiently rigorous to raise standards at a faster rate. The subject is adequately resourced.
100. The leadership and management of the subject are satisfactory. The co-ordinator is enthusiastic and is aware of the areas in need of development. Although she has the opportunity to monitor teachers' planning and sample pupils' work, the monitoring of teaching and learning in the classrooms is too underdeveloped to help in raising standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The computer suite has enhanced the opportunities for pupils to develop their skills.
- The use of national guidance combined with an educational software program provides a wide range of experiences.
- There is insufficient routine use of computers in classrooms to support pupils' learning.
- Pupils have too little opportunity to apply the skills they have developed to support learning across the curriculum.

Commentary

101. Since the previous inspection the school has considerably improved its facilities; for example, through the development of a computer suite and the purchase of 30 laptop computers. This has resulted in pupils having far greater opportunity to learn new skills, although these are not effectively applied in their work in other subjects. Standards attained by the current Year 6 pupils are in line with what could be expected. The indications are that pupils in Year 2 reach standards that are slightly below the national expectation as they are not yet fully confident in generating work in a variety of forms. At the previous inspection standards were judged to be above those typically seen, although national expectations are much higher now than they were then.
102. The use of national guidance for the subject linked to the use of an educational software program, ensures that there is continuity and progression in teaching and learning and enables the pupils to have a range of appropriate experiences. In Years 1 and 2 the pupils used a word bank and word-processed simple sentences and created pictures using an art package. The pupils in Year 3 have created spreadsheets to produce graphs and pie charts of data and in Year 4 the pupils controlled a screen turtle to draw compound shapes. The older pupils in Key Stage 2 explored 'yes' and 'no' branching data programs and, through controlled access to the Internet, quickly entered website addresses to access information.
103. Overall, teaching and learning are satisfactory. Generally pupils are keen to learn, interested in their work and behave well. These positive attitudes to learning enable most pupils to achieve satisfactorily. Good use is made of support staff who work alongside pupils and often use their bilingual skills to ensure all pupils, including those with learning difficulties, are included in the lesson. The school has a system to record the skills the pupils have acquired. Consequently pupils build up their skills in small steps of learning based upon the experiences they have received in school. However, there is a need to use this information to set challenging targets for improvement and rigorously monitor progress in order to drive up standards. The lack of a co-ordinator to lead and manage the subject is having an adverse effect on its development.

Information and communication technology across the curriculum

104. This aspect of the work is insufficiently well developed. In virtually every lesson seen the computers based in the classrooms were not used to support learning. Within Key Stage 1, a group of pupils practised their number bonds using simple software in the context of a game. There are many missed opportunities to develop this work further so that pupils apply the skills they have acquired to support their learning in other subjects. The school is aware that there is a need to provide staff training to increase confidence to ensure a greater use of information and communication technology across the curriculum.

HUMANITIES AND CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The work in geography and history and in art and design, design and technology and music meets statutory requirements. The work in physical education does not meet statutory requirements as pupils in Years 5 and 6 do not receive their full entitlement. These subjects were not specific areas of focus for the inspection and only a limited range of evidence was sampled. As a consequence there is insufficient evidence to make overall judgements on the quality of the provision.

Geography

105. Little work and no lessons were seen during the inspection and so no judgements are possible on standards or the quality of teaching and learning. There is evidence from teachers' planning, from displays around the school and from the pupils' books that the subject is covered appropriately, but not used sufficiently well to develop literacy skills.
106. Good use is made of the local environment and of visits further afield to enhance the curriculum and geography is used to explore a range of environmental issues. Resources are satisfactory. The co-ordinator, who is relatively new to the post and has no particular expertise in geography, has little overview of the work of the school. She scrutinises planning for coverage and is beginning to collect samples of work for moderation. Assessment and in-service training are seen as future needs.

History

107. Although no teaching was seen, teachers' planning indicates that pupils receive an appropriate curriculum centred on interesting topics which follow national guidance. A positive feature of the work is the good use made of the local area for study; for example, younger pupils study the local (Manningham) park, making use of archive materials to see how much it has changed over time. Older pupils are able to study Bradford's rich heritage of buildings such as mills, churches and houses as part of their study on the Victorians.
108. The work is enhanced through the regular pattern of visits both local and further afield, including ones to the local industrial museum, Eden Camp, Leeds Royal Armouries and the Jorvik exhibition at York. Older pupils link with a local secondary school for an annual 'Critical History Challenge', which most recently involved a study of mediaeval times. A recent visit from a theatre group helped to give insights into the history of ancient Egypt.

Religious education

Provision in religious education is **satisfactory overall**.

Main strengths and weaknesses

- The pupils are helped to gain useful insights into the six major world religions.
- Learning in religious education contributes effectively to pupils' spiritual and social development.
- The use of worksheets does not promote effective learning.

Commentary

109. Three religious education lessons were seen during the inspection. Evidence was also gained from discussion with the temporary co-ordinator, from teachers' planning, work in exercise books and talking to pupils about their work. Standards of work seen are broadly satisfactory and meet the requirements of the locally agreed syllabus. Pupils' achievements are satisfactory. In Years 1 and 2, pupils start to learn about Christianity and Islam. As pupils progress through the school their learning about each faith becomes more specific. In Years 3 and 4, they begin to learn about Judaism and Hinduism in addition to continuing their studies of

Christianity and Islam. In Years 5 and 6, Sikhism and Buddhism are added to the list of faiths that are studied. Through this breadth of study, pupils learn of the significance of religion in people's lives across the world.

110. Religious education makes an effective contribution to pupils' spiritual and social development. For example, in a lesson which drew comparisons between the story of Abraham and Isaac found in the Bible and the Islamic story of Ibrahim, the pupils explored the meaning of obedience and began to gain an understanding of what it must feel like to give up something which is precious. Pupils summarised the main points of the stories effectively and responded well to the teacher's questioning. By the end of Year 6, pupils are able to compare and contrast religious practices across all six major world faiths studied; for example, in exploring the importance of pilgrimage and the destinations and rituals associated with pilgrimage in different faiths.
111. The teaching of religious education is satisfactory. Bilingual pupils are effectively supported and make valuable contributions to lessons. Younger pupils co-operate well when asked to work in groups and teaching helps pupils to see the importance of looking after the world. Older pupils are not always as productive as they might be. In some lessons, they spend time copying out worksheets, often carelessly and this reduces the pace of learning. Orally, pupils are confident of what they are learning, but the task of copying worksheets reduces the impact of the teaching.
112. The subject is being temporarily managed by the acting headteacher. Work is subject to assessment by teachers at the end of each school year and judgements are reported to parents. Visits are made to important local sites, such as a local mosque, church and synagogue. The acting headteacher has understandably not yet been able to undertake any monitoring in religious education due to constraints of time.

Art and design

113. No lessons were seen in art and design during the inspection. The subject co-ordinator was on leave at the time of the inspection; it was her influence which led to the school receiving an 'Artsmark' in 2002. A scrutiny of planning indicates that pupils receive an appropriate curriculum based on the national guidance, with opportunities to work in a variety of media.
114. There was some good quality work on display at the time of the inspection, although the quality varied across the school. Of particularly good quality were Year 5's sensitive observational drawings of plant pots and seed heads viewed from different angles. Useful links are made with history through drawing Greek gods and artefacts.
115. As part of the curriculum, regular visits are made to Cartwright Hall and use is made of visiting artists. The school is developing project boxes with collections of work by various artists. Overall, the subject is well resourced and the school has high hopes for the development of the arts in the new building.

Design and technology

116. The small amount of teaching observed during the inspection was satisfactory. There was insufficient evidence to make judgements on standards. Teachers were observed introducing new topics. Explanations were clear and an appropriate range of resources was provided. Teachers focused well on language development. Pupils were enthusiastic and readily joined in discussion. Good links were made with science.
117. A scrutiny of teachers' planning, pupils' work and photographic evidence indicate that pupils are receiving an appropriate curriculum based on national guidelines. The making of purses and windmills in Year 4 had stimulated work on appropriate literacy targets. Young pupils had

contributed to the making of a very colourful 'Joseph's coat' on display. However, not all work is of a sufficiently high quality.

118. The co-ordinator has collected examples of moderated work that are used as a basis for assessment. He is well informed about design and technology but there needs to be further guidance on how to develop the skills across the school. Resources are satisfactory.

Music

119. Just two music lessons, both at Key Stage 2, were seen during the inspection, one involving very good teaching by a visiting consultant from the local education authority's music service. In the other lesson unsatisfactory teaching led to poor achievement. Evidence was also obtained from assemblies, a singing session for all Key Stage 2 pupils, speaking to the co-ordinator, looking at teachers' planning and scrutinising samples of pupils' work.
120. Older pupils sing well in assemblies and in the weekly singing session. They sing with a satisfactory sense of pitch and tempo when recalling a previously learned song. When singing unaccompanied, pupils sing confidently and tunefully.
121. Pupils are familiar with musical terms such as pitch, tempo and rhythm. They can identify these when listening to music and are aware when there is a change in pitch or tempo. The range of music pupils listen to is good, including film music, such as music from the Harry Potter films and classical music such as 'The Planets' by Holst. Pupils make artistic and emotional responses to the music they listen to.
122. Teachers' planning indicates that the requirements of the musical curriculum are met. National guidance and the recent introduction of a commercial scheme support planning. The co-ordinator, who is providing satisfactory leadership and management, is not a music specialist. The staff have received training from the visiting music consultant, who has started a lunchtime music club. Resources are satisfactory.

Physical education

123. In physical education, Year 5 and Year 6 pupils have no experience of gymnastics and dance as the school has not found a way of incorporating these classes into the hall timetable; this means that these pupils are not receiving their statutory entitlement to the physical education curriculum. Two full years without gymnastics and dance is not acceptable and has an obvious impact on their achievement in these areas of the subject. The situation may improve with the completion of a new sports/arts hall on the school site. At the present time, the pupils in Year 5 and Year 6 walk to a local sports hall for a games session once per week.
124. The provision for swimming has improved since the last inspection. Year 4 have access to a swimming club and Year 5 pupils attend swimming lessons on a regular basis. Respect is given to cultural beliefs as boys and girls attend separately in Year 5 and around a half of these pupils can swim 25 metres, which is the expected distance for pupils when they leave school.
125. Of the three lessons seen during inspection two were satisfactory and one was unsatisfactory. In each of the lessons the teachers stressed the need for warm up and vigorous exercise for a healthy body. Most pupils have positive attitudes towards their lessons; they enjoy the tasks set and participate and co-operate well. This was seen in a gymnastics lesson when the pupils explored the large apparatus to develop a range of skills and balance. Although the teachers explain tasks clearly they do not always manage pupils' behaviour effectively to ensure all pupils are observing demonstrations. In one lesson, for example, the teacher did not insist that all pupils observed a good demonstration of hopping in order to improve their own skill. In a games lesson, unsatisfactory teaching and learning led to poor achievement. The pupils enjoyed the dodge ball game, which occupied all the lesson, but they spent most of their

time jumping up and down in excitement and did not effectively develop accuracy in throwing a ball or their understanding of team rules.

126. There is a need to review the use of the hall in order to maximise its use for lessons. Extra-curricular activities such as cricket, football and table tennis coaching and day and residential visits, enhance the curriculum and contribute significantly to pupils' personal development as well as to their physical skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

127. This area was not a focus of the inspection and, as a consequence, there is insufficient evidence to make firm judgements about overall provision. Nevertheless the picture is positive; it is clear that the school sees personal development as an important part of its work, as seen by the way that each class is allocated a small amount of time for the work on a weekly basis.
128. During the inspection, just one lesson was observed and that was at Year 6 and involved pupils being asked to consider issues concerned with bullying. Pupils responded well to the opportunity to write of any personal experience they had of bullying or being bullied.
129. The enthusiastic co-ordinator has recently developed a new scheme of work to guide the work. Good use is made of 'circle time' with younger pupils to promote self-esteem, co-operation and listening skills. Pupils consider healthy eating and personal safety, including road safety. Pupils explore the idea of a 'relationship web'. Older pupils learn about their local community and also learn about the use and abuse of drugs, including alcohol.
130. The school council gives pupils insights into the democratic process, helping them to make their views known. The school helps pupils to develop an awareness of how to behave in a community and how to work together in a supportive and caring way.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	5
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5

Overall standards achieved	6
Pupils' achievement	5

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	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
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	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	5

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