

# INSPECTION REPORT

## **BELFIELD COMMUNITY SCHOOL**

Lancashire

LEA area: Rochdale

Unique reference number: 105780

Headteacher: Mrs I Maguire

Lead inspector: Mrs M Lewis

Dates of inspection: 8 - 10 December 2003

Inspection number: 260510

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 years
Gender of pupils:	Mixed
Number on roll:	260
School address:	Samson Street Belfield Rochdale
Postcode:	OL16 2XW
Telephone number:	01706 341363
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Mrs C Dodgson
Date of previous inspection:	September 1999

## CHARACTERISTICS OF THE SCHOOL

The school is larger than most primary schools with 134 boys and 126 girls. Thirty-seven children attend the nursery on a part-time basis. The number of pupils from minority ethnic backgrounds has increased over recent years and is well above average. Fifty per cent of pupils are from white British families and almost 50 per cent are from Asian backgrounds, principally having a Pakistani background and a Bangladeshi background. Pupils with English as an additional language make up about 49 per cent of the total school population. This is well above average. Of these about 28 per cent are at the early stages of English language acquisition. The majority of these pupils are in the Foundation Stage and Key Stage 1. The school is in an area showing distinct signs of social deprivation and is within the Rochdale Inner City Regeneration Zone. The percentage of pupils claiming free school meals (53 per cent) is much higher than the national average. Almost 18 per cent of pupils are on the register of special educational need. This is around the average. Their needs are mostly for learning difficulties. In addition the school identifies another 12 per cent of pupils for targeted work. Twelve pupils (4.6 per cent) have a Statement of Special Educational Need. This is above the national average. The percentage of pupils joining and leaving the school other than at the normal time is high, over time. When children begin in the nursery their skills, knowledge and understanding are low for their ages. The school is involved in a number of local and national initiatives. In 2001 it was awarded the Healthy Schools Award and is currently in the process of gaining the Activemark.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22787	M Lewis	Lead inspector	Mathematics
10965	P Edwards	Lay inspector	
20815	P English	Team inspector	English, Special educational needs, Art and design, Design and technology, Music, Physical education
24027	B Kutty	Team inspector	English as an additional language, Foundation Stage, Information and communication technology
32604	S Manning	Team inspector	Science, Religious education, History, Geography

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school takes in children with poor standards of attainment and gives them a sound standard of education. Pupils enjoy coming to school and have good attitudes to their work. The school promotes racial harmony well and all pupils are included in school activities. More than half of the teaching and learning is good or better. Although pupils reach below average standards overall at the age of 11, their achievement is satisfactory. Pupils are well cared for and the leadership by the headteacher is good. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The school has a good ethos. Relationships are good at all levels in the school and all pupils are well cared for, included in school activities and valued by staff.
- Pupils in the Foundation Stage have a good start to their education and achieve well.
- The provision for pupils whose first language is not English (EAL) is good overall, although pupils in the later stages of language acquisition in the juniors attain below average standards in English tests.
- The provision for pupils with special educational needs (SEN) is good. They are fully involved in all school activities and this makes a considerable contribution to their learning.
- Standards of work at 11 are well below average in English, below average in mathematics, science and information and communication technology (ICT).
- Teachers do not always use assessment well enough across subjects of the curriculum for planning pupils' work and providing tasks matched to their needs.

The school has maintained satisfactory improvement overall since the previous inspection. It has tackled all the issues identified then and made improvements in ICT, resources, the monitoring of teaching and learning and the provision for pupils' spiritual development. However, the school's marking policy is still not followed consistently. Under the leadership of the recently appointed headteacher the school now has a good capacity for further improvement and raising standards. Test results in English, mathematics and science, for pupils in Year 6, have not risen enough over recent years. However, the findings for this inspection indicate that standards in mathematics, science and ICT are rising although they are still not at the national average for pupils at 11.

### 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*	E
mathematics	E	E	E*	E
science	E*	E*	E*	E

*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.*

**Pupils' achievement throughout the school is satisfactory overall.** However, pupils' test results in 2003 in English, mathematics and science were in the lowest five per cent of schools nationally. In comparison with similar schools the results were well below average.

Inspection findings show that standards are improving in mathematics and in science although they are below average at 11. Pupils in Years 2 and 6 are well below average in English. In ICT standards are below average in Year 2 and Year 6. In science, pupils in Year 2 reach the level expected of them but pupils aged 11 are below average. In comparison with their low starting point, pupils' achieve well in numeracy in the infants and satisfactorily in the juniors. In English pupils' achievement is satisfactory. Pupils achieve well in science in the infants and reach average

standards. This is better than in the juniors where standards are below average. Pupils attain in line with the expectations of the local syllabus for religious education.

There is a spread of ability in each year group, but a quarter of pupils currently in Years 2 and 6 have been identified as having some degree of learning difficulty and almost half in each of these classes do not speak English as their first language. This depresses their attainment in English and in subjects which rely on language skills. The assessment and targeting of pupils who are new to the English language are good throughout the school. As a result pupils make rapid progress and they achieve as well and sometimes better than their peers. Children in the Foundation Stage achieve well. They make good progress from their overall low starting point, although they do not reach the levels for their age in all areas of learning by the time they begin in Year 1. They make good progress in their personal, social and emotional development and in their knowledge and understanding of the world, and physical and creative development. Pupils do not meet the expected goals for their age in communication, language and literacy development and mathematical development.

**Pupils' personal development is good. It is helped well by the good provision for their moral, and social development.** Pupils are happy at school and have positive attitudes towards their learning. They behave well in lessons and at playtimes. However, attendance is unsatisfactory and is adversely affected by extended holidays abroad taken by some Pakistani and Bangladeshi pupils.

## **QUALITY OF EDUCATION**

**The school gives pupils a sound quality of education. Teaching is satisfactory overall with more than half being good or better.** In the Foundation Stage there is a significant amount of good and better teaching which helps pupils make good progress. The school has a satisfactory curriculum and uses expertise from within and outside the school to improve it. Accommodation and learning resources are satisfactory. Provision for pupils' care, welfare, health and safety is good. Links with parents and the community are satisfactory. There are good links with other local schools.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall.** The headteacher provides good leadership and receives good support from key staff. The planning for school improvement is clear, underway and shared by staff and governors. Governance of the school is satisfactory.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents hold positive views of the school. Pupils enjoy school and want to attend.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English, mathematics, and ICT in both the infants and the juniors and in science in Years 3 to 6.
- Improve assessment across subjects of the curriculum and ensure that better use is made of the outcomes for the planning of pupils' work.

and, to meet statutory requirements:

- Ensure that the minor omissions reported to the governors are inserted into their annual report to parents.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

**Pupils' achievement overall is satisfactory.** It is good overall in the Foundation Stage. This judgement is based on the satisfactory achievement that pupils make overall from their low starting point when they begin in the Foundation Stage as they move through the school. There is no significant difference between the achievement of boys and girls.

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

- The children in the Foundation Stage get a good start, achieve well and make good progress in their learning, particularly in their personal, social and emotional development, physical, creative, development and in their knowledge and understanding of the world.
- Pupils with EAL achieve well and make good progress in the Foundation Stage and in Years 1 and 2.
- Pupils attain in line with the expectations of the local syllabus in religious education at Years 2 and 6.
- Although standards in mathematics are below average overall in Years 2 and 6, pupils in the infants and the juniors make good progress with their number skills, pupils in the infants make good progress and achieve well in science reaching the expected level for their ages.
- Standards are well below average in English at the end of the infants and the juniors. Standards in ICT are below average.

#### **Commentary**

1. Standards were requiring some improvement in English, mathematics, science and ICT at the last inspection. This is still the case and test results at 11 have not risen in line with those nationally over the past three years in either the infants or the juniors. In 2003, results for 11 year olds were in the lowest five per cent of schools in comparison with schools nationally. In comparison with their previous attainment at seven and with schools having a similar proportion of free school meals they were better but were still well below average. Results for pupils aged seven were better in comparison with similar schools with pupils reaching the average in mathematics, and below average in reading. However, in writing results were well below average.
2. The school is adversely affected by several factors which hinders pupils' attainments in national tests. For instance, the number of pupils from ethnic minority background has increased over recent years and the number of pupils whose first language is not English has risen considerably since the last inspection. Pupils with English as an additional language make up about 49 of the total school population. Of these about 28 per cent of pupils are at the early stages of English language acquisition. The majority of these pupils are in the Foundation Stage and the infant classes. This lack of language competency in English for around half of the pupils, who do not have English as their first language, together with the high movement of pupils in and out of the school, particularly in the juniors, impacts unfavourably on results. For instance, school records show that in the group of Year 6 pupils who sat the tests in 2003, 32 per cent of pupils had left since Year 2 and 32 per cent had joined the school. Most of those who joined the school had difficulties with learning. The school takes in pupils who have been excluded from other schools and overall has an above average of pupils with Statements of Special Educational Needs. A minority of pupils have their learning disrupted by leaving the school and returning at a later date. Attendance rates by a minority of some Bangladeshi and Pakistani pupils who take extended holidays is unsatisfactory.



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

Standards in:	School results	National results
English	22.9 (23.7)	26.8 (27.0)
Mathematics	22.8 (23.6)	26.8 (26.7)
Science	25.2 (25.2)	28.6 (28.3)

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

3. In Year 2, the table shows that results were very low in reading and writing and well below average in mathematics.

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

Standards in:	School results	National results
Reading	12.5 (14.2)	15.7 (15.8)
Writing	11.4 (11.9)	14.6 (14.4)
Mathematics	14.6 (14.3)	16.3 (16.5)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

4. Inspection findings show that children achieve well and make good progress in the Foundation Stage, although because of their low starting point and the high proportion who lack English language skills, by the time they leave the reception classes they are still well below the goals expected of them in language and mathematical development. The children in the current reception classes do well in their personal, social, emotional, creative and physical development and knowledge and understanding of the world and are likely to reach the levels expected in these areas.
5. When children start in the nursery, their knowledge, skills and understanding are poor, particularly in the areas of personal, social and emotional, communication, language and literacy and mathematical development. The strategies for assessing and targeting pupils who are new to English language are good. As a result pupils make rapid progress and their attainment is in line with or some times better than other pupils. Most of the pupils in the early stages of language acquisition are in the reception and infant classes. The effective strategies to identify and support these pupils are having a positive impact on the standards they achieve by the end of the infants. Sixty four of the pupils who received targeted support in the Foundation Stage and in Years 1 and 2 achieved the expected level in English by the end of the infants in 2003. All pupils who received targeted support achieved the expected level in mathematics. Pupils who are in the intermediate and late intermediate level of the language acquisition make sound progress but nevertheless do not reach the levels expected for their age in English or mathematics although they do better in mathematics than in English. The majority of these pupils are in the juniors. There is no significant difference in attainment between different groups although Bengali boys achieved slightly better than others in the tests.
6. Children in the nursery and reception classes who have special educational needs achieve well. The achievement of pupils in infant and junior classes is satisfactory in relation to their individual education plans. This is because teachers and support staff make good provision for them in English and mathematics lessons where they make good progress, and sound provision in other subjects of the curriculum.
7. Pupils achieve satisfactorily in English because of the sound provision made for them and they achieve well in mathematics where standards are rising although they are still below average. Pupils make good headway in mathematics and in the current Year 6, pupils of

average attainment, about two thirds, are likely to reach the levels expected although a smaller proportion than is usual are likely to reach the higher level.

8. Standards in science are improving in the infants and pupils are on line to reach the national average by the end of Year 2 although this is not the case in Year 6 where standards are below average. A lack of scientific vocabulary and the development of practical investigations hinders pupils' progress in science in the juniors. Although since the previous inspection resources have improved and skills in ICT are taught directly, pupils have few opportunities to use them across the subjects of the curriculum and do not yet reach the levels expected for their age.
9. In both the infants and the juniors, standards are broadly average in other subjects where judgements could be made such as religious education, art and design, and in personal, social and health education. Standards of singing are satisfactory.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes, values and behaviour are good. These are nurtured well by the school. Pupils enjoy coming to school and their personal development is satisfactory overall. Attendance is below the national average.

### **Main strengths and weaknesses**

- Pupils behave well in lessons, around the school and in the playground.
- Relationships between pupils and adults working in the school are good.
- Pupils enjoy taking part in the activities provided.
- Pupil care, support and guidance in the Foundation Stage are good.
- Pupils' moral and social development are good.
- Some pupils' learning is adversely affected by unsatisfactory attendance.

### **Commentary**

10. As found at the time of the previous inspection the attitudes of pupils in lessons are good. They enjoy being part of the school community. Pupils get on well with each other and all adults working in the school. They are friendly and polite. They have good attitudes to their learning and are well motivated in lessons and this makes a positive contribution to their progress.
11. Pupils' behaviour in lessons and at break and lunchtimes are good. They know and discuss the school rules. Pupils have positive views of the school as is evident from the questionnaire they completed before the inspection. In discussions with pupils of a range of ages and backgrounds, none expressed concerns about bullying or harassment. Staff deal swiftly and firmly with any reported incidences of unacceptable behaviour or bullying, should it occur. The school behaviour policy is used consistently and teachers manage pupils well.
12. Pupils with SEN are fully involved in all school activities and their attitude to school is equally positive. This makes a considerable contribution to their learning and their personal development. Pupils with EAL also participate well in lessons. They are well behaved in class and around the school. The support and encouragement offered by the teachers and the support staff enable pupils to be active participants in all aspects of school life.
13. The school has recently drafted a policy for spiritual, moral, social and cultural development, which it is trialing. Teachers value pupils' ideas but not all teachers provide sufficient occasions in lessons for them to reflect and use their imagination. Pupils are willing to take responsibilities and carry them out to the best of their ability. They have a clear understanding of the difference between right and wrong and the school is effective in promoting pupils' understanding of the behaviour expected of them.

14. Pupils have an appropriate knowledge of their own cultural background through celebrations of different faith festivals, visits to local museums, places of interest and the visits to school by theatre groups and musicians.
15. Attendance is below the national average. Figures are partly affected by the staggered intake of children each term into the reception classes. Teachers call registers promptly at the start of each session and the vast majority of pupils arrive on time for school. Staff monitor attendance well and follow up any absence on the first day. Many absences are due to ill health. Parents are familiar with the school's policy regarding absence which is supported by the home school agreement. The attendance and learning of some Pakistani and Bangladeshi pupils is adversely affected by extended holidays abroad. No pupils were excluded from the school during the reporting year prior to the inspection.

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

Authorised absence		Unauthorised absence	
School data	8.9	School data	0.0
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.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

16. The school gives the pupils a sound quality of education. Teaching is satisfactory overall. There is a significant amount of better teaching in the Foundation Stage and this helps children make a good start in their learning. The provision is good for the pupils whose first language is not English. Teaching in English and mathematics is satisfactory overall although it is often good in numeracy. The provision for pupils with special educational needs is good across the school. The school has a satisfactory curriculum and uses expertise from within and outside the school widely to improve it. Accommodation and learning resources are satisfactory.

**Teaching and learning**

**The quality of teaching and learning is satisfactory overall.** More than half of the lessons seen during the inspection were good or better. There is good teaching at all stages of the school but the best teaching is found in the Foundation Stage.

**Main strengths and weaknesses**

- The provision for pupils with English as an additional language is good.
- Teachers and nursery nurses in the Foundation Stage have good knowledge and subject expertise and plan the curriculum well.
- Management of pupils is good as are the relationships all adults have with them. All staff have high expectations of pupils' behaviour and attitudes to work. This encourages pupils to learn and achieve well.
- Teaching assistants give pupils good quality help to enable them to progress in their learning.
- The marking of pupils work does not always move pupils on and indicate what they need to do to improve.
- Teachers do not make enough use of assessment information to plan lessons. Tasks set are not always matched carefully enough to the needs of all pupils in some lessons.
- There are not enough planned opportunities for work in other subjects to support the development of pupils' literacy and ICT skills.

## Commentary

### Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	3 (8%)	18 (49%)	13 (35%)	2 (5%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

17. Teaching is satisfactory overall. More than half of the teaching seen during the inspection was good or better. The best teaching is in the Foundation Stage with evidence of some very good and inspired teaching in the nursery. The quality of teaching is not as high across the school as it was at the time of the last inspection.
18. The quality of teaching and learning in the Foundation Stage is good overall. Teachers, nursery teachers and support assistants show a good understanding of how children in this stage learn and have a good understanding of the curriculum and what children are expected to achieve. Plans show appropriate emphasis given across all learning areas. Staff offer very good support and encouragement to all children, especially those who are younger in the part-time nursery class. The teaching and support offered for pupils with EAL in the reception classes are good and that offered in the nursery is very good. The staff in the Foundation Stage use props and visual aids effectively to develop pupils' early literacy and oracy skills and pupils achieve well. Teaching is made interesting for children and staff use tried and tested methods integrated with new ideas well to gain pupils' interest and help them learn. Staff give a good focus to the development of children's speaking skills and they gain an understanding of stories and writing with the use of 'big books', props and by using a variety of writing tools in their play as well as focused activities. The provision for children's mathematical development is also good and they make rapid progress in their learning as a result.
19. Teachers in the infants and the juniors have sound expertise across the subjects of the National Curriculum and particularly in mathematics where recent staff training has made a good contribution to the quality of teaching and learning. All staff have had recent training in the teaching of literacy and for pupils with EAL. Although some good examples of teaching for pupils with EAL were seen in both the infants and the juniors to involve them fully in lessons, the teaching is sound overall. There is little evidence of visual and verbal prompts in Years 1 to 6 to develop pupils' language skills alongside their knowledge about specific subjects. This limits opportunities to support and challenge potentially higher attaining pupils.
20. The provision for pupils who are in the middle and advanced stages of language acquisition is sound. Although they are well supported in lessons by class teachers and support staff, lack of targeted small group support to develop particular aspects of English has a negative impact on the progress they make in applying and refining their language skills. This is particularly evident in their reading skills. They find it hard to interpret some of the vocabulary and as such their comprehension skills are well below that is expected of their age. Pupils who are in the advanced stages of English language are developing a growing understanding of the structure and usage of English language. This is evident in their writing and recording in other subjects. The use of ICT to develop pupils' English acquisition skills is not fully exploited.
21. Teachers generally plan lessons effectively with clear learning objectives which are made known to pupils at the beginning of lessons and checked with them at the end. However, in some subjects particularly in English, science, history, geography, ICT and religious education, teachers do not always plan work which matches the needs of all the pupils. This means that pupils of higher ability are insufficiently challenged by the tasks set for them and lower ability pupils struggle to complete their work. The development of skills for reading and writing remain areas of priority for the school. The school acknowledges this and raising the standards of teaching and learning in English is a priority in the current school improvement

plan. The co-ordinator leads English well and teaches across the school and gives demonstration lessons for teachers.

22. Teachers use non-teaching assistants effectively. Teaching assistants are confident and provide good quality help that enables pupils to complete their work accurately. They offer valuable opportunities for discussion and bilingual support assistants ensure understanding for the younger pupils in the infant classes. Teachers work closely with support assistants to ensure that they know what is expected of them in lessons and to enable pupils with SEN to make appropriate progress in whole class and independent learning activities. Those who assist pupils with a Statement of Special Educational Need work directly with them and ensure that pupils are kept well on the task in hand enabling them to make progress.
23. Teachers mostly make good use of time and resources although on occasions when the teaching is ordinary, introductions to lessons are too long and this sometimes results in the lesson losing pace and pupils becoming restless and less motivated towards their tasks. Staff insist on high standards of behaviour and most are skilled in using a series of positive behaviour strategies to ensure that pupils know what is expected of them. As a result most lessons run smoothly and pupils are happy and able to learn and achieve without disruption.
24. Whole-school issues of assessment are similar to those at the last inspection. Assessment is used well to track the achievement of all pupils in English and mathematics although assessment systems for science are very new. Assessment of children's progress in the Foundation Stage is good and staff generally know where children are up to. Assessment of other subjects is beginning to be used to indicate broadly what pupils have achieved. Legal requirements are met.
25. The strategies for assessing and targeting pupils who are new to the English language are good throughout the school. As a result pupils make rapid progress and they achieve as well as other pupils. Most of the pupils in the early stages of language acquisition are in reception and the infant classes. The effective strategies to identify and support these pupils are having a positive impact on the standards they achieve by the end of Year 2. However, the information from assessment strategies is not effectively being used to identifying the full range of pupils with possible learning difficulties. This is particularly so for those pupils transferring from other schools. Neither is on-going assessment information used well enough by teachers for the planning of pupils' work in English and science. Targets set for most pupils are too general and not all pupils are aware of what they need to do to improve. Although work is marked regularly, marking is often cursory and does little to help pupils improve.

## **The curriculum**

**The overall quality of the curriculum provided is satisfactory.** There are good opportunities for enrichment through extra-curricular activities in music, sports and drama. Accommodation and resources are adequate and meet the needs of the curriculum.

## **Main strengths and weaknesses**

- The school is inclusive and responds well to the diverse needs of its pupils.
- Pupils are given good opportunities to participate in a range of sporting activities.
- The curriculum provides well for pupils with special educational and for those who do not speak English as their first language.
- There are too few planned links made between subjects.

## **Commentary**

26. The curriculum meets statutory requirements for all subjects including religious education. The school provides a daily collective act of worship for its pupils. These findings are similar overall to those of the previous inspection.

27. The curriculum has recently been reviewed and updated since the appointment of the current headteacher. Curriculum policies and schemes of work are in place for all subjects. The school timetable allows for a sensible balance of subjects across the curriculum. However, there is no overall curriculum plan and consequently, there are too few planned links made between subjects in the curriculum. The school plans and adapts the National Literacy and Numeracy Strategies successfully, but pupils are given insufficient opportunity to develop their English and mathematical skills across other subjects of the curriculum. Provision for ICT is satisfactory although wider opportunities for pupils to use their ICT skills in other subjects are not always identified in teachers' planning. Policies for drugs education and sex and relationships education have recently been updated and put in place. The school has consulted with parents about the ways in which these curriculum areas are delivered and has been sensitive to their wishes.
28. The school provides a satisfactory range of activities beyond the classroom and outside of school hours. These include a computer club, drama, and sports activities. These clubs and activities are usually well attended and the school has ensured that all pupils have the opportunity to take part by recently altering the time of the school day. Throughout the infants and the juniors the school is beginning to provide good experiences to enrich pupils' learning, such as the provision to boost the attainment of pupils' learning in mathematics at Year 6. In addition, physical education lessons by specialist teachers for dance, visits by the mounted police and local initiatives by the library service to work with pupils extends their vocabulary, knowledge and understanding of the wider world.
29. There are satisfactory links with the local community and the school also involves expert visitors to the school who help to broaden the pupils' experiences. For example, the effective use of a dance specialist teacher with a Year 5 class as part of PSHE project work. Some visits take place which support the curriculum. Every two years there is a residential visit for pupils in Year 5 or Year 6. This helps to develop team work and the social skills of these pupils. However, the school does not have a planned programme of visits to support learning across the different subjects of the curriculum.
30. The curriculum is inclusive and all pupils have equal opportunities to take part and achieve regardless of gender or ethnic group. There is a good number of support staff who are well qualified and make a good contribution to the achievement of pupils with SEN and to those who do not speak English as their first language. Suitable individual education plans are developed for pupils with identified SEN. However, where these are not based on specific diagnostic assessment, some plans lack the personal detail that ensures learning develops in short measurable steps that systematically build on what the pupil already knows, understands and can do.
31. All pupils are respected by the adults in the school and there is satisfactory provision for pupils' personal, social and health education. This contributes to the good behaviour and positive relationships in the school. The pupils are polite and courteous and make visitors feel very welcome. There are satisfactory opportunities made for pupils to develop their understanding of citizenship through the links with the local community. The school is developing good links with its partner secondary schools and prepares pupils appropriately for the next stage in their education.
32. Resources for the curriculum are adequate overall, enabling pupils to achieve satisfactorily. This is an improvement since the last inspection. Accommodation is satisfactory. Library provision is good and is shared with the community who have access during and at the end of the school day. The community rooms are regularly available as additional teaching spaces enabling small groups to be taught. Some classrooms however, are small and rather cramped and best use is not always made of available space for storage. The staff and governors have worked hard to improve the décor of the school recently and this, along with attractive displays, has improved the learning environment for the pupils. Outdoor play space is limited, but well utilised, providing quiet areas as well as space for active play. The school has recently benefited from a grant which has enhanced outdoor provision.

## Care, guidance and support

**The provision for pupils' care, welfare, health and safety are good.** It provides a caring environment, advice and guidance. The involvement of pupils in the work of the school is satisfactory.

### Main strengths and weaknesses

- Teachers value pupils as individuals.
- Good induction procedures ensure that pupils settle quickly into the school and parents are happy with the school's programme.
- Child protection procedures are secure.
- Provision for the care of pupils is good. The school ensures that they work in a healthy and safe environment.
- Pupils are not always aware of what they need to do to improve.

### Commentary

33. The school has maintained the quality of care it provides since the time of the previous inspection. Staff monitor closely but informally, the personal development of pupils and in lessons class discussions play an important part in this process. Target setting and the monitoring of pupils' achievement has been an area the school has worked hard on in recent months and systems are now established for individual pupils and take into account pupils' different abilities, gender and language development and ethnic groups, although the school does not identify pupils who are gifted and talented. In some instances pupils are not always aware of what they need to do to improve their work as the individual targets they are given are not always specific enough.
34. The school places a high priority on the support for pupils with special educational needs. The good ethos that has been developed enables these pupils to be confidently involved in all aspects of school life. However, for those pupils entering the school part way through the school year, assessment is often delayed until the next round of whole school assessment activities. This delays planning to meet their needs. Currently, where the information from year-group assessment activities shows pupils with attainment below expectations for their age, further diagnostic activities are not effectively used to identify specific learning difficulties. As a consequence, those pupils who may have a specific learning difficulty alongside English as an additional language are not always fully identified promptly.
35. The school is part of the healthy schools initiative which includes consulting with parents and pupils on a range of issues such as healthy eating. The school has an effective health and safety policy and carries out regular risk assessments. Child protection procedures are well understood by all staff and training is currently being updated. Induction arrangements are good. These allow children to settle quickly and to feel secure in their new surroundings. Pupils have trusting relationships with staff and feel that staff treat them fairly.

## Partnership with parents, other schools and the community

**The school's partnership with parents and the community is satisfactory.** Good links have been established with other schools and institutions.

### Main strengths and weaknesses

- The information parents receive in newsletters and at consultation meetings is good.
- The headteacher and staff are very approachable.
- The school has developed good links with other schools.
- There are some deficiencies in the governors' annual report to parents.

- Targets on pupils' annual progress reports are sometimes too broad to allow parents to help their children at home.

### **Commentary**

36. The majority of parents are pleased with what the school provides and feel comfortable about talking to staff with any worries or concerns. This is the same as the findings at the previous inspection. The school encourages and values the parental help it receives. Parents and pupils are satisfied with the amount of homework given. The parents receive useful information in regular newsletters and in the prospectus. However, information is missing from the governors' annual report to parents on attendance, finance, accessibility for the disabled and the progress the school has made since the last inspection. Pupils' annual progress reports are clear about what pupils can do but on many there is little specific information on how they can improve and ways in which their parents might help them.
37. Where pupils are identified as having SEN parents are informed promptly and encouraged to work alongside the school to best ensure their child's progress. The school provides classes for parents on parenting skills and literacy and numeracy classes are provided where parents can work alongside their children. These classes enable parents to support their children's learning effectively. The Sure Start Initiative has a base at the school and is developing close links with staff which helps a smooth transition for pupils when they start in the nursery. There are productive links with Springhill High School and Siddal Moor Sports College which support the curriculum. Good transition arrangements with local comprehensive schools are in place.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall.** The headteacher provides good leadership and management is sound overall. Governance is satisfactory and is developing well.

### **Main strengths and weaknesses**

- The leadership of the headteacher is good and the school improvement plan reflects the school's goals.
- Other key staff lead their curriculum subjects well and provide good role models for staff.
- Staff development is good.
- The school is committed to the inclusion of all pupils where each individual pupil matters. It promotes opportunities for all pupils well and fulfills its policies in relation to SEN and racial equality.
- The governors' annual report to parents has some minor omissions.

### **Commentary**

38. The leadership of the headteacher is good she has a clear understanding of the strengths and areas for development in the school. This is similar to the judgement at the previous inspection. Since her recent appointment she has gained the confidence of the staff, the governors and the parents. She has been very effective in making an audit of the school's work. Prior to her appointment there were deficiencies in the strategic planning of the school and not all school documentation had been kept up to date. Teaching responsibilities and staffing have now been reorganised; staff training undertaken; performance management put into place; school policies have been reviewed, developed and agreed for most of the school's work. A well detailed school improvement plan has now been put into place and clarity of plans for the future are evident and shared by all staff and governors. The school is determined to raise the overall standards reached in test results which has declined over recent years partly to the nature of the change in characteristics of the school population but also due to a lack of rigour in tracking pupils' progress and monitoring carefully the different groups of pupils, the quality of teaching and learning and a lapse in staff development. The headteacher has been well supported by the local education authority and has also looked



outside the school for further advice and mentoring. This means that she is now well informed, has a good sense of purpose and is very clear about the direction in which she wants the school to go.

39. The recently formed senior management team, comprising of the deputy headteacher and three other senior staff, are very supportive of the headteacher and work effectively as a team in developing their management roles as well as successfully leading the subjects of English, mathematics, ICT, and the Foundation Stage and special educational needs. Managers for English, mathematics and ICT are given time to give demonstration lessons in their subjects which makes a good contribution to staff training in these subjects. A systematic programme of the monitoring of teaching and learning has been established and is well underway.
40. The management of the provision for pupils with SEN is good. It demonstrates well the commitment to inclusion and the team approach being developed in the school. The co-ordinator is enabled to teach and support throughout the school so is well placed to monitor the provision for these pupils. Where pupils are identified as having SEN parents are informed promptly and encouraged to work alongside the school to best ensure their child's progress.
41. Together with the teacher in charge of EAL pupils, the headteacher monitors the effectiveness of the provision. The school has used the specific grants effectively to support pupils who are new to the English language. This is less well used to support those who are in the middle stages of language acquisition. The school has established good partnership with parents. All staff have had training on how to teach EAL. The resources for EAL are adequate and staff and pupils make good use of them.
42. The school day runs smoothly. Procedures are clear and they are generally followed. There are sufficient teachers to meet the needs of the curriculum and a good number of well-qualified support staff who make a good contribution to the achievement of SEN pupils and to those who do not speak English as their first language. However, the organisation of some timetables and snack times means that too many pupils move around the school between lessons. This sometimes leads to time wasting and fussiness by pupils which can cause disruption, for instance, to key stage assemblies. There is effective delegation of staff responsibilities with recent detailed job descriptions in place. Staff are clear about their roles and responsibilities and personal objectives are now well established. Staff training in line with the priorities on the school improvement plan has been an effective feature of school management since the headteacher took up her post. The school is very supportive of new and supply teachers and of teachers and assistants in training. At the time of the inspection a registered teacher was responsible for one class and a final year student was teaching in another.
43. The governing body ensures that the school meets most of its statutory responsibilities, including those for the performance management of staff. However, one statutory requirement is not fully met. This relates to minor omissions in the Governors' Annual Report to Parents which the governors are now addressing. These omissions do not have a detrimental effect on the pupils' education. The governance of the school is judged to be satisfactory overall.
44. The new headteacher has ensured that the governors now receive appropriate information about the school. As a result the governors are now able to more effectively challenge and debate on matters regarding the direction of the school and its performance. The recent school improvement plan ensures that there is now corporate agreement about the strengths and weaknesses of the school. There is a good relationship between the governors and staff and this is helping to move the school forward. The governors feel their contribution is valued by the school and that the recommendations they make are acted upon.
45. The governors take their role seriously and have undertaken recent training in their responsibilities. This has resulted in the re-organisation of committees to carry out the duties of the governing body. All governors now have responsibility for a subject area and are linked to a class in the school. However, this is a new development and the governors are still

dependent on information which is supplied by the headteacher and staff. The governors make informal visits to the school to monitor day-to-day activities, but have not yet established formal monitoring arrangements or procedures for reporting back to the full governing body.

46. The governors and headteacher, with the help of a bursar, ensure that there is careful financial management. The school has improved its financial position dramatically since the last inspection and has substantially reduced a very large overspend. It is currently working within its budget and has been innovative since the appointment of the new headteacher in obtaining funding from a variety of sources and national initiatives. The school ensures the best value for money in its financial management and overall provides satisfactory value for money.

***Financial information for the year April 2003***

Income and expenditure (£)	
Total income	556,388
Total expenditure	560,419
Expenditure per pupil	2,155

Balances (£)	
Balance from previous year	-2,542
Balance carried forward to the next	-6,573

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS IN KEY STAGES 1 AND 2**

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

47. The provision for children in the Foundation Stage is good and learning is made fun. The Foundation Stage is a strength of the school and offers children a good start to their education. Children attend the nursery on a part-time basis. Reception children are taught in two classes and are prepared well for their transfer to Year 1. All the three classes work together well to provide an exciting and safe environment where children feel happy and settled. There have been many staff changes since last inspection but despite these changes the school has sustained good quality provision. Children enter the nursery with basic skills that are well below those expected of their age. Pupils' literacy and oracy skills and their personal, social and emotional development are particularly low. All children achieve well because of the good teaching and learning in the nursery and reception classes. The nursery nurses and the support staff make a significant contribution to children's learning.
48. Children in the reception classes have regular daily access to outdoor play. However, planning for outdoor play in the reception classes is not sufficiently focused on extending children's physical development. Staff use their observation information well to plan for different areas but there is less rigour in monitoring how children access the activities set up in the reception classes. Pupils with SEN and those who have English as an additional language are well supported and they achieve well. Staff keep detailed records of children's achievement and on-going assessment is fully in place. This is an improvement since the last inspection. Good relationships are established between parents and other early years' providers. The school has effective induction systems in place. This makes the transition easy for young children. The management of the Foundation Stage is good.

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

The provision in personal, social and emotional development is **very good** and children achieve very well.

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

- The children are well settled and happy.
- Children's independence and self confidence are developed well through well-organised routines and resources.
- Staff set clear expectations of children's behaviour and set good examples.

#### **Commentary**

49. Children enter the nursery with poorly developed personal, social and emotional development. By the time they leave reception the majority of children are on course to achieve the expectations of the Early Learning Goals. They achieve very well because of the very good teaching throughout the Foundation Stage. The clearly set routines and the good relationships between staff and children help them to get settled in the nursery very quickly. Children soon gain confidence to attempt the various activities set for them. Teachers and support staff have high expectations of behaviour and children respond well. The team work of adults in these classes offers children good examples of co-operation and children play well together even when not directly supervised by adults. A small number of younger children in the reception class find it hard sometimes to share the resources but gentle reminders from staff on these occasions soon puts this right. Children take pride in what they have produced and are eager to share their experiences with adults. Staff spend time listening to what children have to say and give them praise, encouragement and challenges. This helps their self-esteem and

extends their learning. Children are encouraged to clear away the resources after use helping them to become independent.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Activities are planned well to develop children's skills for speaking and listening.
- Staff use props and visual aids very well to develop children's interest in books and stories in the nursery.
- Teachers and support staff set good exemplars as readers and writers.
- Children achieve well because of the good quality teaching and support they have although their attainment is well below average in reading and writing when they leave the reception classes.

### **Commentary**

50. When children start in the nursery, their communication, language and literacy skills are very far below the expectations for their age. The good teaching and the targeted support they receive help them to make good progress in this area of learning.
51. The specific focus on developing children's speaking and listening skills helps them to make good progress in this aspect. Nevertheless, most children are set to achieve well below the expectations of the recommended goals for communication and language by the time they leave the reception classes.

### **Example of outstanding practice**

**The very good use of props and visual aids encourages children in the nursery to be fully involved in the story sessions and to develop their talk very effectively.**

For example, in the excellent lesson seen in the nursery, the teacher and the nursery nurse were able to bring alive the magic of Christmas through the story of 'Santa'. Children became excited and keen to tell them what 'Santa' might do next. The teacher used hand puppets, props, her voice and elements of surprise extremely well to enchant the children and created an atmosphere where they listened intently, without moving an eyelid. The bilingual adult helpers in the nursery were fully involved and explained to the children what was happening. This resulted in excellent progress in the children's skills and confidence for speaking and listening, the use of their imagination and sheer enjoyment and understanding of the story.

52. The exciting activities and well-organised reading and writing areas help children to develop their early reading and writing skills. Children in the nursery develop writing skills as they draw and write with different types of small tools outside in the play area and through focused activities such as writing, for instance, Christmas cards. In the reception and nursery classes, children are given opportunities to write in different situations. Children are taught how to hold a pencil correctly as they try to trace pictures and names.
53. The older and more able children in the reception class are beginning to use their knowledge about letter sounds and shapes to write meaningful messages. However, the majority of the children are still only working in the very early stages of writing. Children enjoy looking at books. Most children can identify the characters in the reading books. They can tell the teacher who the author is. Computer programmes are used well to help develop children's reading and listening skills. There is systematic assessment of children's skills through focused observations. This is used well to plan for the next step in their learning.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The teaching is good and children achieve well.
- Staff seize every opportunity to promote children's mathematical development.

### **Commentary**

54. Children start nursery with very few mathematical skills but they make rapid progress as a result of the good teaching in this area. Children are encouraged to use their mathematical skills in different activities whether it is counting the shapes on the Christmas cards in the nursery or counting out the number of items they bought from the shop in the reception class. This helps children to consistently apply the skills and knowledge they have acquired. The older and more able children in the reception classes are well on their way to attaining the goals expected of them by the time they leave the reception classes. They can arrange objects according to lengths and heights and are developing a sound understanding of numbers and counting. Many of the younger and average children are beginning to count the exact number of objects up to four or five with support. For example, children working in the shop needed help from the class teacher to count four or five objects. They can choose the appropriate colours and shapes to make repeating patterns. They know the most common two-dimensional shapes but find it difficult to use appropriate vocabulary when comparing size and length. This is because they are working well below what is expected for their ages in their knowledge and understanding of language. There were some good examples of staff using opportunities to develop children's mathematical skills and language through 'role play' activities. However, there were missed opportunities at times where a planned adult focus would have further improved the good opportunities they have elsewhere to extend their mathematical vocabulary. Children with SEN are supported well and they make good progress.

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

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

### **Main strengths and weaknesses**

- Staff make good use of resources.
- Children have good opportunities with computers to develop their early skills in ICT and to extend them in other areas.
- Teaching is good and children achieve well.

### **Commentary**

55. The children in the nursery and reception classes are given opportunities to use the computer to make pictures and to play games. The more able children in the nursery can use programs effectively to make pictures. Children in the reception classes are gaining increasing confidence in using the computer to operate specific programs. Most children are set to achieve the recommended goals in this area by the time they leave the reception class. Children in all classes are given good opportunities to explore patterns and changes in the environment. Through their painting and drawing, children in the reception class demonstrate a sound understanding of the changes that take place in autumn. They develop early designing skills using a range of materials and construction kits. Children in the nursery can show how to produce different sounds using the shakers they have made with plastic bottles and rice. Teachers use questioning effectively to extend children's thinking. A group of children playing with the construction toys in the reception class were asked how they would

go about making the helicopter with two wings. Children took on this challenge and started to choose the shapes which they thought might work. They gain knowledge about different cultures and beliefs through learning about special festivals like Eid and Christmas.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- The children learn to manipulate small tools and pencils confidently and with increasing control.
- Teachers make sound use of the hall time to develop children's physical skills.
- There is no continuous access to outdoor play area for children in the reception classes.
- The planning for outdoor play does not focus sufficiently on developing children's physical skills.

### **Commentary**

56. Children are set to achieve the goals expected of them by the time they leave the reception classes. The teaching is sound in the reception classes and it is good in the nursery. Children in the nursery are learning how to use scissors and other small tools as they make their models and pictures. They show increasing control when making models with construction toys and blocks. Children in the reception classes negotiate space as they ride the three-wheeled toys around the play ground. They show a growing awareness of safety both in the hall and outside. Most children get dressed and undressed quickly and independently. Their throwing and catching skills are not sufficiently well developed for their ages. They use simple tools effectively to cut, paste, draw, paint and construct.
57. Children in the reception classes have no continuous access to outdoor play. The two reception classes are offered opportunity for outdoor play together at set times in the day. This limits the space children have to develop their skills. The planning for outdoor play has no clear focus on developing children's physical skills. This hinders the progress they make in these sessions.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children are given opportunities to develop their imagination through acting out situations.
- There is too much adult direction in some of children's art work seen.

### **Commentary**

58. Children in the nursery can choose the colour and patterns they want to create for their Christmas cards. Children in the nursery use different types of tools to create various patterns and marks on different surfaces. The 'role play' areas are used effectively to develop children's imagination. The reception children can choose the appropriate colours to create pictures. Their paintings of themselves and the prints they have made of autumn leaves are good examples of this. There was too much direction from adults in some of the art work seen in the reception classes during the inspection. This restricts children's opportunities to experiment with colours, shapes and textures, and to develop their ideas. There was no music observed during the inspection and therefore it is difficult to judge the standard in this aspect of creative development. The teaching of creative development is good in most aspects and

children are set to reach the goals expected of them by the time they leave the reception classes.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

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

- The management of the subject is good.
- The National Literacy Strategy is suitably adapted to meet the needs of the school.
- The provision for pupils, identified as having SEN, is good.
- Pupils with EAL participate well in lessons.
- At the age of seven and 11 standards are well below average.
- Marking does not consistently show pupils how to improve.
- Too often learning tasks are not sufficiently well-matched to pupils' abilities.

#### **Commentary**

59. The co-ordinator has very good knowledge of the demands of the subject and how pupils learn effectively. The good management strategies developed by the headteacher enables the co-ordinator to monitor pupils' learning through teaching and support activities throughout the school. She is also able to influence teaching through in-service training and personal demonstration. As a consequence the school is well placed to identify strengths and areas for development in order to raise standards. For example, a current concern has prompted investigation into the problems that arise when pupils with EAL are supported to reach a competent level but do not have specialist support to enable them to acquire, understand and use more mature language. This makes it difficult for them to make inferences or understand texts where language is used imaginatively. This good quality of management ensures that the school is well placed to improve provision and standards and this represents an improvement since the previous inspection.
60. The National Literacy Strategy has been adapted effectively to meet the needs of the school. This enables most pupils to systematically build up vocabulary and strategies for reading and writing as they move through the school. The planning of lessons is now less rigid and teachers are able to more easily use their judgement when planning the shape of a sequence of lessons to best suit pupils' needs as they arise.
61. Where pupils have difficulty with learning they are supported successfully in class and in withdrawn groups by teachers and support staff who know the pupils' needs well. They provide sensitive and well-judged teaching to help pupils achieve well and to build on what they already know. This makes a significantly positive contribution to their progress which is systematically monitored against the targets in individual education plans. This was well illustrated in a Year 1 group withdrawn to consolidate their knowledge of initial sounds while the rest of the class were reading in groups with the teacher.
62. Although some good examples of teaching were seen in both the infants and the juniors to involve pupils with EAL fully in the lessons, the teaching overall is sound. There is little evidence of the use of visual and verbal prompts to develop pupils' language skills alongside their knowledge about specific subjects. This limits opportunities to support and challenge potentially higher attaining pupils.
63. Pupils who are in the advanced stages of English language are developing a growing understanding of the structure and usage of English language. This is evident in their writing and recording in other subjects.

64. Inspection findings show that standards overall at seven and 11 are well below expectations for pupils at these ages. When compared with standards when the youngest child began in Year 1 and when the oldest entered Year 3 achievement is satisfactory. This is broadly similar to the findings of the previous inspection. However, a quarter of pupils currently in Years 2 and 6 have been identified as having some degree of learning difficulty and almost half in each of these classes do not speak English as their first language. Inspection evidence from, for instance, the outcome of standardised reading tests, indicates that the proportions of pupils with learning difficulties may well be higher than current figures on the register of SEN. These factors contribute to a negative impact on overall test results. All pupils benefit from the structured development of their knowledge of sounds and strategies for building up words and the opportunity to talk about what they read with the teacher. Pupils without learning difficulties broadly attain in line with expectations but inspection evidence indicates that standards are not high enough. For example, the oldest pupils have a poor understanding of how books are organised in a library and too little experience of using a library to develop information retrieval skills efficiently.
65. Throughout the school pupils practise spellings, grammar and punctuation in specific exercises but too often these are not reliably remembered or transferred to subsequent work. For instance, pupils in Year 2 often fail to spot the missing capital letter at the beginning of a sentence and in Year 6 the punctuation of dialogue in independent work is often unpredictable. The pace of achievement is hampered where learning tasks are not consistently matched to challenge the abilities of all pupils. The provision of the same list of spellings for the whole class is an example of this. The development of handwriting and presentational skills is unsatisfactory in written work across the school. By Year 2 the formation of letters, size and spacing are not consistently improving and from Year 3 onwards the development of a joined script is not rigorous and teachers' expectations are not high enough. It is noticeable that teachers provide good models to show how to hold the attention of a listener when reading, but few teachers model good handwriting and presentational techniques when writing in pupils' books.
66. Teachers regularly mark pupils' written work and include appreciative comments. However, the practice of making notes to identify what the pupil needs to do to improve is not consistent. In the same way reading records that do not indicate what the pupil, and listener, need to focus on to improve achievement have the same limiting effect on planning to move learning on.

### **Language and literacy across the curriculum**

67. There are too few examples of planned opportunities to practise learned literacy skills independently in purposeful activities related to other subjects such as religious education, history and geography. This has a limiting effect on the achievement of all pupils.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- The leadership and management is good and staff have had recent training.
- Lessons are well planned and the time at the end of lessons is used well to move pupils forward in their learning.
- Pupils' skills in numeracy develop well because of the strong focus on number related to the National Numeracy Strategy. Teachers match the pupils' tasks to their different abilities.
- Pupils with SEN receive good support.
- Standards are below average overall at Years 2 and 6.



- Teaching and learning is satisfactory overall with evidence of good teaching in both the infants and the juniors but teachers do not give pupils enough opportunities for problem solving and in the use and application of shape, space and measures.

## Commentary

68. Standards in mathematics have dropped since the previous inspection when standards were close to the average in mathematics at both the ages of seven and 11. Test results have not kept up with the national trend over recent years for pupils aged 11. This is because the school has changed its character since the last inspection and now has a less stable population with an increased number of pupils moving into and out of the school, particularly in the juniors. The number of pupils for whom English is an additional language has increased to half and they are hampered in their reading and understanding of mathematical language. All pupils including those with SEN and with EAL achieve well in the infants and make good progress from the very low starting point they are at when they begin in the nursery. In the 2003 national tests for seven year olds, results were well below the national average but when these are compared with similar schools having a similar proportion of free school meals they are average. Progress slows for pupils in the juniors. The results for 11 year olds were very low in 2003 and had dropped from previous years when they were well below average.
69. The evidence from this inspection shows that although pupils' standards overall are below the standards expected of them nationally for their ages at the end of Years 2 and Years 6, however, standards are rising in both the infants and the juniors and are likely to continue to do so. This is due to the steps taken recently to improve the teaching and learning in mathematics and the priority it is now given. There is good leadership and management. The co-ordinator is knowledgeable and has audited the provision for mathematics. She has a clear idea of what needs to be done to improve the teaching and learning in mathematics and been enabled by the headteacher to work closely with the numeracy consultant from the local education authority. The co-ordinator monitors teaching and learning regularly and works alongside staff and frequently gives demonstration lessons.
70. The school has made a careful analysis of test results including those for different groups of pupils in order to pinpoint the gaps in pupils' knowledge and to identify their needs for additional support. It has reviewed the National Numeracy Strategy and the way that mathematics is taught. Staff have recently had additional training in the teaching of the National Numeracy Strategy and this has had a positive effect on the quality of teaching and learning. For instance, increased opportunities are now given to the pupils to increase their number skills and to explain how they arrive at their answers in the mental arithmetic parts of the lessons. Teachers ensure that in the conclusions to lessons, pupils have understood what they have learned and they extend pupils and move them on to what they are to learn next with effective questioning. Homework is used well in mathematics particularly in Years 5 and 6 for improving pupils' work and giving them additional practice in new work. However, this is less the case in classes lower down the school where there is less evidence of pupils taking home work on the same systematic basis. Teachers make good use of published resources to supplement the national guidance in some junior classes. Pupils with SEN and those with below average levels of spoken English are supported well in lessons. Pupils in Year 6 who are just 'bubbling under' the level they are expected to reach also receive good support within lessons. Teachers use assessment in mathematics well to group pupils by ability. This means that most activities are well matched to pupils' abilities and that they get a fair deal in mathematics. Teachers build in opportunities to develop mathematical language to develop pupils' understanding. For instance, pupils in Year 1 who were learning to sequence and use the days of the week learned the meaning of 'weekdays' and 'week-ends' in their lesson. In a Year 2 lesson on using a calendar and months of the year, the pupils learned successfully to name and group the months into seasons.
71. Solving of numerical and money problems was a feature of a very successful lesson seen in Year 6 and pupils were given good strategies for tackling problems. However, problem solving

was something that was new to pupils and was not a feature of work in pupils' books lower down the school. Scrutiny of pupils' work showed that there were too few opportunities given for pupils to work independently on investigations and problem solving in shape and measures.

### **Mathematics across the curriculum**

72. Pupils do not use mathematics as part of their work in other subjects enough and consequently do not develop an appreciation of the practical uses of these skills sufficiently well. The school is aware of this and is more recently beginning to build mathematics into cross curricular topics such as 'Giants' in the infants and into graphs and tables in the juniors to record data. However, opportunities tend to occur coincidentally or as part of following a commercial book rather than as part of systematic planning. Pupils consolidate their learning of number successfully in the younger classes with the use of ICT programs.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- There is good leadership in the subject.
- Teachers plan lessons thoroughly and explain carefully to pupils about what they will be learning but pupils are not given enough opportunity to develop scientific skills through planning their own investigations.
- Standards at the end of the infants are average but are below average in Years 3 to 6.
- Pupils' acquisition of scientific vocabulary is hindered by their low language skills.
- Assessment is not yet used well enough to monitor pupils' progress or identify what pupils need to do to improve.

#### **Commentary**

73. Standards attained in recent national tests in comparison with all schools were very low in Year 2 and Year 6. This has been the trend for the past few years. However, scrutiny of pupils' work and observation during lessons suggests that standards of work produced by the pupils in Years 1 and 2 are improving and are now broadly satisfactory. This is similar to the findings of the previous report. However, standards are unsatisfactory in Years 3 to 6 and have declined since the last inspection. This is partly due to the fact that many pupils do not acquire an adequate scientific vocabulary in the juniors because they have poor language skills overall. There are too few opportunities for pupils to develop scientific skills through setting up their own investigations. This further limits their progress. This was an issue at the last inspection and has not yet been resolved. Pupils with SEN and those with EAL are generally well supported in lessons and make similar levels of progress to other pupils.
74. The quality of teaching and learning ranges from satisfactory to good. Where teaching is good teachers are confident in what they teach. This enables them to use a wide range of strategies to help pupils learn. They challenge pupils well and ensure that the tasks set for the pupils are at an appropriate level for the individual. Analysis of past work, however, indicates that this is not always the case. Too frequently the work completed has been set for the whole class irrespective of the individual's ability.
75. Overall, teachers plan lessons thoroughly and explain carefully to pupils about what they will be learning. In good lessons teachers plan practical tasks that capture pupils' interest and make them enthusiastic about what they are doing so that they learn well. For example, in Year 2 pupils were planting seeds and exploring the best conditions for growth. The good teaching gradually took the pupils through the process of planning an investigation, predicting results and coming to a conclusion. However, in all year groups there are too few instances of

pupils having the opportunity to plan their own investigations and most investigative work is directed by teachers. Pupils have too few opportunities to use charts, graphs and tables to record their findings and there is very little evidence of ICT being used to support learning. By the end of Year 6 the majority of pupils are able to describe what constitutes a fair test and are able to describe what stays the same and which variable changes when setting up an experiment to observe how yeast feeds and grows.

76. Assessment procedures are being developed but have not been in place long enough to impact on standards. In the good lessons observed teachers used questions effectively to check pupils' understanding of what they are learning. For example, during a Year 5 lesson the teacher continually prompted and checked that pupils understood the differences between solids and liquids and encouraged them to be precise in their answers and to test out their ideas. Work in pupils' books is generally marked and up to date but teachers do not comment enough on what pupils should do to improve their work.
77. Leadership of the subject is good. The co-ordinator is knowledgeable and enthusiastic about the subject and has a clear idea of what needs to be done to improve this area of learning and raise standards. She has put an appropriate action plan into place, monitors teachers' planning and pupils' work. This is beginning to influence the quality of teaching and learning in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- There is more direct teaching of ICT skills than at the time of the last inspection.
- There have been recent improvements in resources.
- Pupils are enthusiastic about the subject.
- Standards are below the national expectation at the end of both key stages.
- Information and communication technology is not used consistently to support learning in other subjects.
- There is no whole-school approach to assessment and recording of standards.

### **Commentary**

78. It was only possible to observe a few lessons in ICT. Analysis of pupils' work, teachers' planning and discussion with pupils in Years 2 and 6 indicate that standards in ICT are below expectations by the end of both the infants and the juniors. This is similar to that found in the previous inspection. Nevertheless the position has improved overall. There is evidence now of more direct teaching of ICT, based on the recommended planning guidelines. The resources have improved and pupils now have regular access to computers. In both the infants and the juniors pupils have a sound understanding of the units of studies they have undertaken. However, a lack of opportunity for them to consolidate and apply the skills they have learned across other subjects, hinders their progress. This was evident in the discussion with a group of Year 6 pupils, when they could confidently demonstrate how to create cells for their spread sheet, although they found it difficult to demonstrate how to go about presenting the information they had on a data base into tables and graphs. They use text and add graphics effectively to their work to make it interesting. Pupils know how to use simple search techniques to access information but didn't know how to send or receive e-mails. They have limited knowledge about controlling devices. In the lesson observed in Year 4, pupils had a sound understanding of how to use the word processor but lack of opportunity to practice the skills meant that many pupils forgot how to use them effectively to create the text. Pupils in Year 2 know how to log on to programs and they can use the lines and colours effectively to create pictures. The more able pupils in the group knew the use of shift keys but many found it difficult to write simple sentences. Their control of the cursor was fairly weak.

79. There is insufficient evidence to make an overall judgement about the teaching and learning. In the lessons seen, teaching and support varied from unsatisfactory to good. The unsatisfactory lesson failed to give pupils the opportunity to develop their designing skills using ICT. When teaching is good the support and challenge offered to pupils enabled them to gain the confidence to apply their skills and, as a consequence, pupils achieved well.
80. Pupils are enthusiastic about the subject in both the infants and the juniors. Pupils are proud to demonstrate what they have learned both in lessons and in the after-school computer club.
81. The assessment and recording systems are not developed sufficiently to give an overview of progress and the next step in learning. The co-ordinator has compiled a portfolio of pupils' work and this will offer staff a clear exemplification of standards.
82. Monitoring of teaching and learning, like many of the other procedures to improve the provision in ICT, have only been started recently and have not yet had enough time to have a sufficient impact on the quality of standards. The co-ordinator provides effective leadership of the subject. The school is developing links with the local secondary school to increase the opportunity pupils have to develop their knowledge and skills in controlling devices. The resources are satisfactory overall. The school is still in the process of updating some of the computers.

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

83. During the inspection little use was seen of ICT outside the direct teaching sessions. Pupils' portfolio of work shows some evidence of use of ICT in other subjects, such as mathematics, art and design and English. However, opportunities to consolidate and extend pupils' knowledge and skills through other subjects are very limited. This is not yet a consistent planned feature of teaching.

### **HUMANITIES**

84. In humanities work was sampled in history and geography, with only one lesson seen in history and none in geography. It is therefore not possible to form an overall judgement about provision in these subjects. There is evidence from discussions with pupils and scrutiny of their work that standards are broadly average. This was also the finding at the last inspection.
85. In both subjects there is a policy and scheme of work in place. However, the co-ordinators do not yet undertake any monitoring to ensure that what has been planned for in each subject actually takes place. In discussion with pupils about their work in geography it is clear that there are gaps in knowledge and understanding about some aspects of the planned work.
86. From discussions with pupils in Year 4 many obviously enjoy history and they spoke enthusiastically about their current topic on the Victorians and how the lives of children in Victorian society were very different from their own.
87. Whilst some visits do take place there is no overall plan of visits to ensure that pupils broaden their understanding in each subject. For example, pupils have very limited opportunity to develop fieldwork skills in geography.
88. Resources for both subjects would appear to be adequate. This is an improvement on the last inspection when resources in geography were judged to be unsatisfactory.
89. The subject co-ordinators have been in role since the beginning of the term and have not yet had the opportunity to effectively lead and manage their subjects. There is no formal monitoring of teaching and learning and as a result the school does not know how high standards are in either subject.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils are given good opportunities to link religious teaching with rules for everyday life.
- There are no systems for assessing how well pupils are acquiring knowledge and understanding in religious education.
- Marking does not always guide pupils on what they need to do to improve.

### Commentary

90. Standards in attainment in Years 1 to 6 are average and in line with the locally agreed syllabus for religious education. Pupils make satisfactory progress overall in all classes. This was also the finding at the last inspection. In most classes there is good support for those pupils who do not speak English as their first language and as a result they make good progress in their lessons. However, there are missed opportunities for pupils to use a range of different writing styles in their written work which would support the development of their literacy skills.
91. Teaching is satisfactory overall although in some lessons all pupils are given the same tasks which means that there is a lack challenge for the more able pupils whilst lower ability pupils struggle to complete them. Time is not always used to best effect in lessons and sometimes lengthy explanations lead to lack of concentration by some pupils.
92. Analysis of pupils' work shows that they are gaining a sound understanding of Christianity and Islam. They are taught that there are some similarities between the two religions, for example, that prayer is central to both religions and that Muslims prepare for Eid during the month of Ramadan, whilst Christians prepare for Christmas during Advent. They learn to value the important differences in belief between the two faiths. Pupils learn about aspects of other world religions, in particular, Judaism and Buddhism. Work in pupils' books also shows that they are given good opportunities to discover the meaning behind religion as well as facts. For instance, when finding out about the Ten Commandments as rules for life. Displays of books and religious artefacts and visits to a local church help to enrich pupils' experiences of religious education.
93. Leadership in the subject is satisfactory. The school has an action plan which identifies appropriate areas for development. However, no systems for monitoring teaching and learning or assessing pupil progress are yet in place. Consequently, teachers do not know how well their pupils are acquiring knowledge, skills and understanding. Most pupils' work is marked although teachers' comments in books do not always give guidance on what pupils need to do to improve.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

94. No lessons were observed in design and technology and music. One good dance lesson in physical education, taken by an outside specialist, was seen. It is therefore not possible to make secure judgements about the overall provision in these subjects.

### Art and design

The display of pupils' work indicates that the provision for this area is **good**.

### Main strengths and weaknesses

- Pupils enjoy an appropriate range of experiences in the required areas.

- The school uses the expertise of visiting artists and craftspeople well.
- Pupils achieve well and enjoy their work.
- Leadership and management is good.

## Commentary

95. The one good lesson observed in art and design in Year 2 was well prepared and planned with a good range of resources for an interesting activity linked with natural designs. All support staff were well briefed and able to give appropriate intervention to all children. Pupils generally achieve well in art throughout the school and from discussions they enjoy their work very much. In Year 1 they mix and use paint effectively to create portraits while in Year 2 pupils make and decorate masks and are eager to experiment with fabrics to create images of fruits and vegetables. Year 3 pupils effectively generate their pictures and patterns using a computer program. Each class is assigned an established artist to study. For instance, Year 4 has been exploring the work of Andy Warhol. By the time pupils reach Year 6 many include art as a favourite subject and explain this by giving such reasons as the excitement of working with practising artists and crafts people to create mosaics and learning how to make three-dimensional figures using wire frames to show movement.
96. The co-ordinator, who has personal expertise, has developed a whole-school framework to provide a balance of experience as pupils move through the school. She has used the advice of the Qualification and Curriculum Authority (QCA) to develop a suitable scheme of work to support teachers' planning. The introduction of an Art's Week and extra-curricular art club enrich the provision. There is no formal assessment programme but the co-ordinator has introduced sketchbooks as a means of recording experiences and the development of techniques. Although there are no formal means of monitoring teaching and learning a suitable action plan is in place. Clearly the school is well placed to improve pupils' achievement in this subject.
97. There is insufficient evidence in **music** to make a judgement on the quality of provision although the whole school was heard singing in assemblies. Pupils undoubtedly enjoy singing. They sing tunefully, showing an appropriate understanding of rhythm and dynamics. The school is concerned to broaden the range of experience of all groups of pupils through visitors such as Asian artists and musicians. Resources are satisfactory overall.
98. There is insufficient evidence to make a judgement on provision in **design and technology**. The co-ordinator has adapted the advice of the recommended guidelines to develop a long-term plan covering the required elements of the subject. However there is no advice to ensure the systematic development of basic skills and techniques to support those teachers who feel less secure in the subject. Currently there is no strategy for assessment or for monitoring teaching and learning. Resources are satisfactory and the extra-curricular cookery club enriches provision.
99. No lessons were seen in **physical education** by members of the school staff during the inspection although good use was made of a specialist teacher for dance. The school places a high priority on seeking opportunities for pupils to be involved in sporting initiatives and inter-school activities. The whole-school planning is based on the recommended guidelines and this is to be reviewed next term. An overall framework ensures coverage of all the required elements, however, there is no whole-school guidance on the systematic development of skills and techniques as pupils move through the school. An appropriate range of extra-curricular activities enrich the subject. The school enjoys the support of experts from a local secondary school who visit to provide input to an element of the subject. The input is currently to dance and PSHE education. Since the last inspection resources have been improved but storage remains a problem.

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

Provision in personal, social and health education is **satisfactory**.

### **Main strengths and weaknesses**

- Provision is planned within the curriculum.
- Adults in the school act as good role models for the pupils.
- There is good leadership in the subject.

### **Commentary**

100. The arrangements for personal, social and health education (PSHE) including drugs education and sex and relationships education are satisfactory. Policies have recently been reviewed and rewritten and are becoming embedded within the curriculum. A published scheme of work is available to teachers and the programme of work is taught partly through other subjects. All classes now have weekly timetabled lessons in PSHE. The school achieved the Healthy Schools Award in 2001 and is currently working towards the Activemark School's Award.
101. Pupils learn about the importance of maintaining a healthy lifestyle through science and physical education lessons and about friendship and relationships in their religious education lessons. Opportunities are made for pupils to discuss school and class rules and "Golden Rules" and posters displayed throughout the school promote responsibility. A School Council and "Playground Pals" system is planned for next term. This will give pupils greater opportunity to contribute towards decisions which affect their lives in school.
102. The school promotes positive relationships and respect for each other. Adults in the school act as good role models for the pupils. As a result pupils are polite and courteous. They have a good understanding of right and wrong and how their actions impact on others. They learn social skills such as taking turns, sharing and helping one another and are encouraged to take responsibility for their own actions. Planned opportunities exist within the curriculum for pupils to express their views and air issues of concern to them through the weekly "Circle Time." The co-ordinator is new to the role, but provides positive leadership in the subject. There is a clear action plan and the school has the capacity to improve further in this aspect of the curriculum.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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