

## INSPECTION REPORT

**WARWICK ROAD JUNIOR, INFANT AND NURSERY  
SCHOOL**

Batley, West Yorkshire

LEA area: Kirklees

Unique reference number: 107642

Headteacher: Mr J M Hayes

Lead inspector: Mr I Knight

Dates of inspection: 26 – 29 January 2004

Inspection number: 260733

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:	313
School address:	Warwick Road Batley West Yorkshire
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Telephone number:	01924 325344
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Appropriate authority:	Governing body
Name of chair of governors:	Mr A A Daji
Date of previous inspection:	12 October 1998

## **CHARACTERISTICS OF THE SCHOOL**

Warwick Road Junior, Infant and Nursery School serves a predominantly Muslim community in Batley, West Yorkshire. It is involved in the Sure Start initiative and won the Schools Achievement award in 2001. It provides some community provision, including adult community arts work and the 'FastLane Literacy Development' project. Thirty pupils are at an early stage of learning fluency in English. Few pupils have special educational needs. The school serves an area of socio-economic disadvantage. Although the full ability range is present on entry, it is below that expected nationally overall.

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Warwick Road Junior, Infant and Nursery School provides a satisfactory standard of education and satisfactory value for money.** Pupils throughout the school achieve satisfactorily. Achievement is good in English in the infants, and for pupils with English as an additional language as they improve in their fluency. Pupils with special educational needs achieve well. Teaching is satisfactory. A large number of teaching assistants are used well to support particular groups in the school. The accommodation in the nursery is unsatisfactory. The school has a very positive ethos and maintains very good links with the local community, responding sensitively to pupils' cultural needs. However, it does not have a single clear vision of excellence driving improvement, nor does it monitor and evaluate its own performance effectively enough; consequently, leadership and management are unsatisfactory.

The school's main strengths and weaknesses are:

- Standards in writing are improving because of well-planned teaching.
- Very good provision for pupils with English as an additional language enables them to achieve well as they improve their fluency.
- The school has not improved quickly enough because it has not monitored its own performance rigorously enough.
- The intercultural and bilingual skills of support staff have a significant impact on pupils' learning.
- The school maintains very good links with parents and the local community.
- Opportunities are missed to involve pupils more in their own learning.
- Staff and pupils really respect one another, promoting good personal development.
- The accommodation for children in the nursery is unsatisfactory.

The school has not improved enough since its last inspection. Standards have declined in a number of areas, and there is no secure trend of improvement in test results. Some of the key issues have been dealt with satisfactorily, standards in writing and information and communication technology (ICT) are now improving and the governing body is more involved in school development planning. Limited progress has been made in improving the monitoring role of co-ordinators. Assessment that helps teachers in their planning is only now being developed in many areas.

### STANDARDS ACHIEVED

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

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

**Achievement in the school is satisfactory.** A grade of A\* in the table above indicates that the school was in the top five per cent nationally. Children in the Foundation Stage now attain standards in line with expectations from a low baseline, and achieve well. In Year 2, standards are in line with expectations, representing good achievement in English and satisfactory achievement in mathematics, science and ICT. Standards in art and design exceed expectations in Year 2 and pupils achieve well in this subject. Standards in Year 6 are in line with expectations in the core subjects and in ICT, representing satisfactory achievement. Standards in art and design are well above expectations, and pupils achieve very well in this subject. Pupils with special educational needs and those who have English as an additional language achieve well in comparison with their prior attainment.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are developing well.** Throughout the school, pupils show good attitudes and behave well. However, attendance is unsatisfactory, despite the school's best efforts, because many pupils have extended visits abroad or time away from school to observe religious festivals.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education. Teaching is satisfactory throughout the school.** The teaching of writing is well planned and this is having a positive impact on pupils' learning. Staff and pupils respect each other so that lessons are calm and proceed at a brisk pace, accelerating learning. Teachers use questioning well. However, opportunities are missed, especially in mathematics and science, to involve pupils in their own learning and to allow them to make decisions about their learning. Assessment is still not being used consistently in planning.

The curriculum is satisfactory, but the unsatisfactory nursery accommodation limits what can be provided for these children. The school ensures that the curriculum is planned with good regard for pupils' cultural backgrounds. The provision for pupils' care, welfare, health and safety is good. Links with the community and other schools are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management in the school are unsatisfactory.** Leadership is unsatisfactory because there is no single, cohesive vision of excellence for the school, although some individuals show in the way they carry out their roles that they have such a vision, and this is supported by senior managers. Management is unsatisfactory because the school has not rigorously monitored and evaluated its own work to bring about improvement. However, the improvement in English standards over the last year is linked to an initiative originally set in place by senior managers and shows that the school has a satisfactory capacity for improvement. The governing body is good. It helps shape the school's direction well, understands its strengths and weaknesses, and challenges and supports senior managers effectively.

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

Parents are very satisfied with the school. They say that their children like school and that teaching is good. They feel that behaviour could be better and that the range of activities on offer could be wider. Pupils are also very satisfied with the school.

## **IMPROVEMENTS NEEDED**

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

- Set rigorous monitoring and evaluation procedures in place and use the results more effectively to share good practice and eliminate weak practice.
- Provide more opportunities for independent learning, especially the practical and investigative aspects of mathematics and science.
- Work to improve the accommodation for children in the nursery.
  
- and, to meet statutory requirements:
- Ensure that the prospectus includes all the required information.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Children in the Foundation Stage achieve well. Infant pupils achieve well in English. In the other subjects and stages, achievement is satisfactory. Pupils with special educational needs achieve well. Pupils learning English as an additional language make good progress in their language skills. Pupils reach the expected standards in English, mathematics, science and ICT.

#### Main strengths and weaknesses

- Children in the Foundation Stage achieve well in the key areas of personal, social and emotional development and communication, language and literacy.
- Pupils learning English as an additional language achieve well.
- Pupils in Years 1 and 2 achieve well in English.
- Pupils' achievement in art and design is good in the infants and very good in the juniors.
- Pupils with special educational needs make good progress and achieve well.
- The skills of scientific investigation and using and applying mathematics are not developed well enough, although pupils get a good grounding in factual knowledge.
- Speaking skills remain below expectations throughout the school.

#### Commentary

1. In the 2003 National Curriculum tests for pupils in Year 2, reading standards were below average overall, but writing standards were well above average. Standards in mathematics were average. If the school is compared only to those schools nationally with a similar level of eligibility for free school meals, then the same picture emerges. Standards in writing were so high largely because high numbers of pupils attained the higher Level 3. In reading, this proportion was below the national average. Since 2000, standards have been falling in reading and mathematics, but writing has been improving since its low point in 2001. There are no tests in the other core subject of science in Year 2, but teachers' own assessments indicate that standards were below average, with the proportion gaining the higher Level 3 being well below that found nationally. The table below summarises the test results. The average points score used as a measure takes account of all pupils' performance. One 'point' is roughly equivalent to the progress expected in a term, with the expected Level 2 being represented by 15 points and the higher Level 3 by 21 points.

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

Standards in:	School results	National results
Reading	15.3 (16.3)	15.7 (15.8)
Writing	16.2 (16.1)	14.6 (14.4)
Mathematics	16.4 (17.5)	16.3 (16.5)

*There were 47 pupils in the year group. Figures in brackets are for the previous year.*

2. In the tests for pupils in Year 6, standards were well below average in English and average in mathematics and science. When the school is compared to others with similar Year 2 results four years ago, the same picture is painted. In English, the proportion gaining at least the expected Level 4 was well below average, whilst the proportion gaining the higher Level 5 was very low: that is, the school was in the bottom five per cent nationally. Overall, the progress these pupils made across all three subjects over their time in the juniors was well below the national average. Standards improved after the last inspection to 2001, but have been declining year-on-year since, with standards in English declining fastest. The school explains that this



year group was a smaller group than usual in the school, so that small changes in the performance of a few pupils can have relatively large effects on the school's standing as compared with others. There was also a higher proportion of pupils with special educational needs than in previous years. It has identified writing by boys as a major issue to be tackled. It introduced a new scheme to improve writing, alongside the National Literacy Strategy, to improve standards in 2003. This did not happen then, and the school is unable to explain this, although standards observed in the school are better this year. In the table below, the expected Level 4 is represented by 27 points, and the higher Level 5 by 33 points.

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

Standards in:	School results	National results
English	24.4 (25.9)	26.8 (27.0)
Mathematics	27.0 (27.7)	26.8 (26.7)
Science	28.9 (29.3)	28.6 (28.3)

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

3. However, test results can tell only part of the story. They refer only to a few subjects in two year groups last summer. In addition, they can give no clues about pupils' *achievement*, that is, whether they are doing as well as they ought. Inspection evidence can fill some of the gaps.
4. Children enter the school with standards below those expected for their age in all areas of learning. Their English speaking skills are particularly low. Due to good teaching and very good support from bilingual teachers and support staff in the Foundation Stage, children achieve well and are on course to meet the nationally expected Early Learning Goals by the time they enter Year 1 in all the areas of learning except in their speaking skills. However, especially in the area of creative development, pupils are led closely by teachers and do not have the opportunity to experiment for themselves.
5. Throughout Years 1 and 2, the school continues to emphasise the development of pupils' communication skills, with the effect that, by Year 2, standards in writing are above expectations, and standards in reading and listening are in line with expectations. However, pupils remain diffident speakers, and standards in speaking are still below expectations. Nevertheless, the progress they make over this time indicates good achievement in English. Overall standards in mathematics and science are in line with expectations, representing satisfactory achievement. In mathematics, the emphasis is on the use of number, with little work on shape and space and almost none on applying mathematics to the real world or to new situations. In science, pupils do well in terms of their knowledge of facts, but have little opportunity to develop their understanding of scientific investigation and enquiry. In general, the skills of independent learning and research are not to the fore in teaching, and pupils' skills suffer as a result. Standards in ICT are in line with expectations. The majority of pupils are withdrawn from the teaching of religious education at their parents' request. This means that secure judgements about the standards the school achieves in this area cannot be made. Very good teaching of art and design, under the supervision of the experienced and knowledgeable co-ordinator, leads to standards in Year 2 that are above expectations and good achievement. The other subjects were not foci of the inspection and so secure judgements on standards cannot be made.
6. The emphasis on writing continues throughout Years 3 to 6, and standards in Year 6 are above national expectations. Some of this is due to the very good leadership of the newly appointed co-ordinator for literacy, and the full-scale implementation of the new scheme introduced last year. Standards in reading and listening are again in line with expectations, but speaking skills remain stubbornly below expectations. These judgements represent satisfactory achievement in English in the juniors. The focus on the facility with number and facts at the expense of the skills of investigation and experimentation continues in mathematics and science teaching. Overall standards in these subjects are in line with expectations, and achievement is satisfactory.

Standards in ICT are in line with expectations, but again, secure judgements about the school's performance in religious education cannot be made. The very good teaching of art and design continues, and, in Year 6, standards are well above expectations and achievement is very good.

7. Pupils with special educational needs achieve well in writing. Encouraged by close support from teachers and assistants in both infant and junior classes, children learn to use adjectives to add colour to their writing, and by the age of 11 some achieve levels just below average from a very low level on entry. Progress is less marked in reading and speaking, though they listen well. Very good provision for pupils with English as an additional language has a significant impact on their good achievement. Their spelling and handwriting skills develop in line with expectations. Pupils learning to become fluent have satisfactory access to all areas of learning and are taught well. Pupils who are at the early stages of learning English and those who are in most need of support make good progress, but their overall attainment is lower than national expectations, because of the effort they need to make to acquire English proficiency to the required standard to access all areas of the curriculum fully. Pupils in Years 4, 5 and 6 who are relatively fluent speakers of English are given additional support to extend their writing skills by very competent, bilingual, qualified teaching staff. This results in higher levels of attainment and helps these pupils to make much better progress in all aspects of the curriculum.

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

The development of the pupils' attitudes, values and personal qualities is good. Pupils like school and respond well to the opportunities for them to develop personally and academically. The school makes good efforts to monitor and promote attendance, but the attendance level is unsatisfactory. Pupils' spiritual, moral, social and cultural development is good overall.

### **Main strengths and weaknesses**

- Pupils have good attitudes to their work and the school.
- Pupils mature well.
- Pupils' behaviour is good.
- The provision is very good for pupils' spiritual development, and good for their moral and cultural development.
- Relationships in the school are good.
- Attendance is well below the national average despite good efforts to bring about improvements.

### **Commentary**

8. The pupils like school and are keen to make progress. They enjoy lessons, contribute well and are capable of persevering with tasks. Their interest in learning contributes to their satisfactory progress and achievement.
9. Behaviour is good in lessons and around the school. Pupils are courteous and no oppressive behaviour was observed during the inspection. Pupils say that behaviour is satisfactory and they believe that the school deals effectively with concerns about bullying. No exclusions were reported in the year before the inspection. The previous inspection report noted positive attitudes and good behaviour, and these have been maintained.
10. The school helps to promote good behaviour by its provision to help the pupils' moral development. Understanding what is right and wrong is included in the programme of personal, social and health education. There are high expectations of behaviour and trust; courtesy and respect are consistently fostered and promoted in the day-to-day life of the school. The pupils' moral development contributes well to their overall personal development.
11. The development of spiritual values is a fundamental part of the school's ethos and makes an important contribution to the pupils' personal development. For example, worship is strongly promoted for all pupils and there is a very great interest in art. There are displays of art work

with a clear spiritual content produced by parents and pupils. Some of the parents' writing, which is on display, is very moving.

12. The pupils' cultural development reflects strongly the largely Muslim community that the school serves. Strong emphasis is given to Muslim cultural traditions: for example, tuned instruments are not used in music lessons. However, the curriculum does include the study of other cultures, and pupils are aware of the importance of knowing about life in other communities. Links with other schools make an important contribution to this aspect of cultural development.
13. Relationships in school are good and pupils like their teachers, who are good role models. The pupils respond well to adults and to opportunities for them to show initiative and take responsibility, although these are limited. Overall, the school successfully helps the pupils to mature and personal development is good.
14. Attendance has been well below the national average since the last inspection, although some improvement has taken place since then. The poor position is due to the large number of pupils who take extended holidays or are absent to observe religious festivals. This is discouraged, but in practice it is out of the school's control. The promotion of good attendance is taken seriously. There are incentives to attend well and a thorough system of monitoring.

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

Authorised absence		Unauthorised absence	
School data	7.5	School data	0.3
National data	5.4	National data	0.1

*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**

The school provides a satisfactory quality of education. Teaching and learning are satisfactory, supported by sound assessment. The curriculum is satisfactory, but the accommodation for the nursery children is unsatisfactory. The school has a very good level of support staff, who work effectively to support pupils throughout the school. Pupils are well cared for. Links with parents are good; the school maintains very good links with the local community and is very sensitive to its needs.

**Teaching and learning**

Teaching and learning are satisfactory throughout the school.

**Main strengths and weaknesses**

- Teachers and support staff work effectively together to ensure that pupils can make progress in lessons.
- The brisk pace of learning is maintained in lessons.
- Teachers use questioning well.
- The range of teaching strategies used is narrow and pupils do not have enough opportunities to work independently or to develop the skills of research or investigation.
- Some marking does not help pupils to improve.

## Commentary

### Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	7 (17%)	14 (33%)	17 (40%)	3 (7%)	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.*

15. The school has a good number of support staff. Many staff are bilingual. In the majority of lessons, teachers and support staff work together as a team very effectively to ensure that pupils make good progress. Relationships are very good, and staff generally make good use of their intercultural skills to praise, encourage and motivate pupils to try hard and do their best. Where bilingual staff offer pupils with English as an additional language opportunities to switch between their home language and English, pupils make rapid improvements in learning English as the language of instruction at the same time as the subjects of the school curriculum. This happened in a reception lesson in which children were restless and did not fully understand the teacher's expectations of behaviour. A quick reminder in their home language from the Education Teaching Assistant (ETA), however, allowed the lesson to proceed well again. In other lessons, teachers and ETAs lead small groups, using questioning effectively to extend and reinforce pupils' understanding. ETAs are well briefed before lessons, and this enhances their effectiveness, whether they are acting as an audience for diffident pupils in a whole-group session or leading a small group. This very good collaboration between teachers and other adults also ensures that pupils with special educational needs achieve well in lessons. Team teaching is used to good effect in many classes so that one teacher assesses the needs of pupils and includes key questions to involve them at the right level, while the other addresses the needs of the class as a whole.
16. The best lessons have a brisk pace to learning, maintained by the good relationships between adults and pupils. Expectations of behaviour are high, and pupils readily respond to them, excitedly taking part in lessons. This happened in a very good lesson for pupils in Years 4 and 5 in which they analysed and improved writing. There were no slack periods as pupils fell over themselves to offer examples of the use of connectives, or to improve the openings of sentences. As a result, learning is enhanced in these lessons and pupils' knowledge and understanding move forward significantly. A key feature of many lessons is the quality of teachers' questioning. They know their classes well, even though in a number of subjects the formal use of ongoing assessment is in its early stages. The result of this is that teachers are able to ask questions at the right level for individuals, thus enabling them to experience success and improve self-esteem. However, in some lessons, questions, whilst still valuable, are asked of the class in general and only pupils who volunteer to answer are asked, allowing less confident pupils to avoid participation, which can affect their progress.
17. The school uses much whole-class teaching, as advocated in a programme of its own devising and the national strategies for literacy and numeracy. However, many lessons, especially in mathematics and science, are directed too much by the teacher. This results in effectively transferring knowledge and facts to pupils – for example, pupils in Year 6 were able to show considerable knowledge of shape, space and measures in a mathematics lesson – but it does not instil the skills of independent learning and research that they will increasingly need as they move through their school career. Pupils are not encouraged enough to think scientifically and act as scientists, for example, by formulating their own questions and designing experiments, looking in texts or searching the Internet to discover the answers. The mathematics co-ordinator is including a weekly mathematics workshop for his junior class, which should develop the skills of teamwork and independent learning, but in the lesson observed, pupils were not familiar enough with this way of working to get the most out of it because it has not been a feature in the past.

18. All pupils have targets for improvement in English and mathematics that they refer to and know. However, marking in books does not typically reflect these targets. Too often, marking consists simply of ticks and crosses with no comments on how well the objective has been achieved or advice on what to do next. As a result, pupils do not have a secure knowledge either of how well they are doing nor of how they could improve. In an unsatisfactory lesson, an adult supporting the teacher marked incorrect work with a tick, so that these pupils were unaware that they had not fully understood what they were expected to do.

## **The curriculum**

The Foundation Stage curriculum provides children with a satisfactory start to their school life. The curriculum for pupils in Years 1 to 6 is satisfactory and is enriched by the good opportunities they have to take part in artistic activities with other schools and as part of the Mosaic project. There is satisfactory curricular provision for pupils with special educational needs. The accommodation and resources overall are satisfactory, but the accommodation for the nursery is unsatisfactory.

## **Main strengths and weaknesses**

- The accommodation for the nursery is unsatisfactory.
- The experience of the bilingual staff has a very good impact on children's learning.
- Planned opportunities for pupils to extend their art skills within the community are good.
- The quality of multicultural resources for both pupils and staff is very good.

## **Commentary**

19. The nursery is housed in a separate building and consists of small rooms on the ground floor around a central staircase. It is difficult for staff to provide appropriate space for larger construction play, and the small rooms are difficult to supervise. The outdoor play area is small, sloping and inadequate for the needs of the two groups of 20 children. Children have no opportunities to climb, as there is no space or soft playground surface on which to put a climbing frame. No tracks for wheeled vehicles are available and this restricts opportunities to extend role-play into the wider community. The school has plans in hand to improve this space.

20. A strength of the school is the quality of the bilingual staff. Their inter-cultural and bilingual skills have a significant impact on the curriculum that pupils experience. They work very closely with teachers to ensure that all pupils have equal access to the curriculum and support language development very well. The quality of multicultural resources for both pupils and staff is very good.

21. The school has been linked to the Mosaic project for a number of years and this is having a good impact on standards. The community has access to this art project through courses in school, and pupils and parents have good opportunities to work together. There are good links with the local secondary schools that older pupils visit to work on art projects with visiting artists.

## **Care, guidance and support**

Provision for the care, welfare and health and safety of pupils is good and they receive a satisfactory level of support and guidance. The school is a very caring organisation and it is safe and secure. Satisfactory efforts are made to establish pupils' views about the school.

## **Main strengths and weaknesses**

- The school is a very caring organisation.
- Health and safety arrangements are thorough and well managed.
- The school does not adequately record temporary absence during the school day.
- There are no formal procedures to monitor the pupils' personal development.
- School meals lack choice.

## **Commentary**

22. The school has a strong caring ethos. Pupils are valued and considerable efforts are made to meet their needs. Also, their achievements are recognised and rewarded. The care provided for the pupils helps them to feel secure and enjoy school life. A cohesive and caring community was also reported at the previous inspection.
23. One obvious example of the school's caring ethos is the way the requirements of different ethnic groups are satisfied. The school is very sympathetic to the needs of the Muslim pupils. Muslim traditions are accommodated in the curriculum and a large number of multi-lingual staff minimise communication problems with pupils and their parents. However, the needs of the small minority of Christian pupils are also fully satisfied. For example, the local vicar regularly leads sessions of worship.
24. The school meals service is an area where the level of care is less satisfactory. Evidence gathered during the inspection indicates that parental concerns about lack of choice are justified. The school is working with the caterers to try to address this.
25. Arrangements to provide guidance and support for pupils are satisfactory overall. Pupils do feel that they can turn to adults for help when required and a large number of staff are available. However, there are no formal procedures for monitoring and recording personal development. Teachers rely on their personal knowledge of their pupils. Although this is good, it is not easily available to other members of staff.
26. The arrangements to ensure good standards of health and safety are very well organised with clear records and procedures. All statutory requirements are satisfied and, with one exception, no significant health and safety issues were identified during the inspection. The exception is the lack of a procedure to record details of any temporary absence during the school day, for example, to attend a medical appointment. This deficiency has been acknowledged.

## **Partnership with parents, other schools and the community**

The school has good links with parents and very good links with other schools and the community. Parents hold the school in very high regard. They support the school and their children's education well. The community links include very good courses for parents.

## **Main strengths and weaknesses**

- Parents like the school.
- Good links have been developed with parents, who respond well to the needs of the school and help with their children's education.
- Pupils get significant benefits from links with the community and other schools.
- The language used in some of the information provided for parents can be difficult to understand.
- The information in pupils' annual progress reports is limited.
- Good efforts have been made to obtain and analyse parents' views.

## **Commentary**

27. The school is successful at promoting good links with parents. Parents like the school and there are no serious concerns. Although there are some limitations because of the cultural traditions of the community, parents support the school's activities well. For example, there is a full complement of parent governors, activities such as parents' evenings are well supported and financial contributions were made towards the construction of the reading room. Parents also support well their children's learning at home, for example, by ensuring that homework is carried out.

28. The school provides a useful range of information about its activities, curricular matters and pupils' progress. However, their style is not 'parent friendly' because the presentation is rather formal and there is too much use of technical language. These considerations are particularly important because the first language of many parents is not English. The pupils' progress reports satisfy legal requirements. They give indications of how well each pupil is doing compared to the rest of the class, but most emphasis is given to achievement. There are few indications of what needs to be improved and how this should be achieved.
29. The information provided by the school is enhanced by an open-door policy. Staff are easy to approach and this is much appreciated by parents.
30. The school has very good links with other schools and the community. They add to the curriculum, make important contributions to the pupils' personal development and support their learning. For example, the curriculum is enhanced through participation in a major arts project, and examples of the work produced can be seen around the school. Regular exchange visits with a mainly white school improve pupils' multi-cultural understanding, and a range of courses run mainly for parents provides a good basis for them to help their children.
31. A broadly similar picture relating to links with parents, information and links with the community was reported at the previous inspection.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are unsatisfactory overall. The governing body operates effectively, and many staff provide satisfactory or better leadership within their areas of responsibility. Long term management of the school is unsatisfactory.

### **Main strengths and weaknesses**

- The headteacher and staff have a very good and successful commitment to ensuring that all are included in the school's work and that close, sensitive links are maintained with the community.
- The governing body has a clear vision of the school at the heart of the community and effectively challenges it to improve.
- Staff with management responsibilities are not co-ordinated well enough and therefore a single vision of excellence in the school is lacking.
- The school has not monitored its own performance effectively enough to drive improvement or understand the reasons when improvement has been lacking.

### **Commentary**

32. All staff from the headteacher down show a clear commitment to making sure that all pupils do the best that they can. As a result, the school offers a positive and inclusive ethos that is sensitive to each pupil's home and community language and heritage. Teachers and support staff maintain a welcoming learning environment where the mainly Muslim pupils feel valued and contribute confidently. The school has in place a comprehensive and integrated 'inclusion and equality' policy that underpins the strategy for pupils with English as an additional language. The management of the provision for special educational needs has been maintained at a satisfactory level considering the staffing difficulties of the last term. There is no annual report to parents on the progress of pupils with special educational needs. The governing body reflects the community and is a real driving force behind ensuring that the community's needs and expectations are met in the school. Members show a clear understanding of the school's strengths and weaknesses and challenge it effectively to improve.
33. However, the vision of the governing body is not translated into a single vision of excellence for the whole school. The headteacher does not demonstrate a clear vision for the school, although he has supported individual members of staff who have successfully introduced strategies for

improvement in their areas. For example, the art co-ordinator has great drive and enthusiasm, and this has been a major factor in the high standards reported here. The mathematics co-ordinator has a vision in which the investigative and practical elements of mathematics are developed throughout the school. The English co-ordinator, recently in post, leads by example and has been instrumental in the raising of standards in writing reported here. However, their efforts are not centrally co-ordinated, so that not all co-ordinators are able to do such a fine job. The deputy headteacher is a real role model for other staff in the quality of his teaching, but he has not been given responsibility for any major areas of school life and so is prevented from taking a more active part in maintaining the school's momentum for improvement. The school has had difficulties in recruiting staff; for example, the post of leader of the Foundation Stage and Infants has only recently been filled. This does now, however, offer the school the opportunity to consider how best to share leadership responsibilities between senior managers to ensure that all staff are in a position to share a single vision of excellence and work together to achieve it.

34. At the time of the last inspection, a key issue the school was obliged to address concerned increasing the effectiveness of subject co-ordinators by increasing and clarifying their monitoring responsibilities. The school has made some progress in this area, but monitoring still lacks rigour. Teachers' planning is mostly checked by the headteacher, so co-ordinators do not have a full picture of whether the planned curriculum in their subject is actually being taught. There is little formal provision to allow co-ordinators to have time to visit lessons; they are most usually released when they have initial teacher-training students on teaching practice, although some monitoring in English and mathematics has taken place in time paid for through the Standards Fund. This is an unsatisfactory situation, as co-ordinators cannot guarantee having time available and the timing is mainly restricted to those times when students are in the school. Whilst the school carries out regular formal assessments, these are not used well enough to identify areas of concern. For example, it is only this year that assessment results have been computerised to allow easy access. The pupils in the current Year 6 do not have a full track record since Year 2, and a comparison of their assessed standards at the beginning of Year 6 with those at the end of Year 2 suggests a lack of progress. The school is unable to convincingly explain the apparent lack of progress, since the important management questions that arise from such an analysis of data have not been rigorously investigated. Similarly, the school introduced a new strategy, alongside the National Literacy Strategy, to help improve writing standards in Year 6 in the last academic year. The implementation was not closely monitored so that, when standards did not rise in 2003, the school was unable to offer any secure reasons. Nevertheless, it has kept faith with the strategy, and inspection findings suggest that it is now being successful in raising standards.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	807,801	Balance from previous year	12,689
Total expenditure	795,685	Balance carried forward to the next	14,963
Expenditure per pupil	2,486		

35. The school is run efficiently on a day-to-day basis. The bursar and her assistant keep their fingers firmly on the pulse of spending and ensure that all necessary checks and balances are applied. The principles of best value are applied satisfactorily in the school.



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

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

36. Children enter nursery with standards that are below those expected for their age in all areas of learning. Their spoken English is well below that expected. The nursery is situated in the former headteacher's house, and the space available both indoors and outside is unsatisfactory. The reception children are in new accommodation at the opposite end of the school; in one reception class a further seven children are in a mixed-age class with pupils from Year 1. At the moment, the nursery and reception teachers do not plan together and there is no cohesive Foundation Stage unit. A co-ordinator for the Foundation Stage and infants has just been appointed this term. She is fully aware of the difficulties with the nursery accommodation, the poor quality of outdoor provision and the need to plan as a unit.
37. Many of the planned activities link closely to the 'stepping stones' that lead to the Early Learning Goals for children of this age. However, the literacy and numeracy planning for the National Curriculum is used when planning work for all the reception children. Useful assessment takes place in two of the three classes and sound records are kept of children's achievement. Bilingual teachers and assistants, together with a nursery nurse, support children's learning very well. Staff work well together in the nursery and reception, but have yet to form a cohesive Foundation Stage team. The Fastlane Literacy Development Worker contributes very well to the work of the Foundation Stage through her work with the toddler group and with parents. Every Friday she trains parents to help children to develop their early reading skills in the nursery. Story sacks are created by parents with her support and are used in nursery and reception classes.

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

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

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

- Good relationships between staff and children have a positive impact on children's learning.
- Children's achievement is good.
- Children do not always understand that they must not call out when someone else is speaking.
- Children's singing in the nursery contributes well to their personal and social development.
- The very good support given by the bilingual support staff has a beneficial impact on the development of children's social skills.
- This area of learning is not always clearly identified in planning, particularly in the nursery.

#### **Commentary**

38. Children are on course to achieve this Early Learning Goal. Although many children have only joined the nursery and reception classes this term, the sensitive and caring approach by all adults has helped them to settle well and establish good relationships. This has enabled them to become involved in whole class and group activities. For example, nursery children sing their 'Good Morning' song at the start of each session and this reinforces the importance of being friends and being happy together. They develop good social skills when they shake hands with the teacher during the song and when they hold hands in pairs as they go to watch television.
39. Children's behaviour is good, but, when they work in whole-class groups, they are still not always aware of the needs of others. They call out on a regular basis in all three classes, and routines to manage this are not in place. 'Circle Time', in which children can discuss issues and concerns, is not used enough to help children to understand the need to listen to others and only contribute when it is their turn. When children called out in the reception class, the bilingual support assistant quickly reinforced the teacher's request for them to put their hands up by

explaining in their home language. The response here was good. A weakness in provision is that Foundation Stage staff do not plan together to ensure that children's personal, social and emotional needs are clearly identified and that activities are carefully planned to enable these skills to be developed.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Very good bilingual support has a significant impact on children's achievement in all aspects of this area of learning.
- Children achieve well.
- Teachers and ETAs do not always carefully focus on individual sounds when pronouncing consonants and vowels.
- Many children show real enjoyment of books.
- Activities planned for some groups lack sufficient challenge, but when work is well matched to the needs of a particular group of children they achieve well.
- Opportunities to develop speaking and listening are adversely affected because children shout out when working together as a whole class.

### **Commentary**

40. Children are on course to achieve this Early Learning Goal. Children achieve well because the support they receive extends their knowledge and understanding of all aspects of English. Much of this is due to the very good inter-cultural and bilingual skills of teachers and ETAs. Explanations and instructions are regularly given in two languages to extend children's vocabulary and clarify their understanding. The majority of children enter nursery with levels of spoken English well below those expected for their age. Although they make good progress, with very good support, they do not achieve the Early Learning Goals expected on entry to Year 1.
41. Children have good opportunities to learn both letter names and sounds, but often the sound is repeated too quickly for them to clearly hear the individual sound that one letter represents. The more capable reception children are beginning to use their phonic skills well to write simple words and sentences, using spaces between words, sound letter formation, and some capital letters correctly. This is because the support they receive is good and the tasks given are carefully planned to match their ability.
42. Many children enjoy books and choose to look at them as part of their choice of activity. They handle books carefully, turn the pages correctly, and listen and watch well when sharing the 'Big Book' with the teacher. In the nursery, a more capable child was happy to share a book and showed very good use of picture clues to identify many animals. This child was beginning to link text and pictures well and knew that the large word was the name of the animal. In a small reception group, children further developed their use of books when they identified words beginning with 't' when using a simple dictionary.
43. In all three classes, children call out when answering teachers' questions. This does not help them to develop their speaking and listening skills, and appropriate strategies are not in place to rectify this.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- More capable pupils in reception show good understanding when ordering numbers to ten.
- Activities offered in the reception class closely match the needs of all children.
- The majority of children in reception know their numbers to six and identify mistakes when putting them in order.
- There is little evidence of children having the opportunity to learn about shape and positional language in the work sample seen.

### Commentary

44. Children are on course to achieve this Early Learning Goal. The good teaching and very clear planning to match tasks to children's needs in the reception class allow all children to make sound progress. The more capable children can identify numbers correctly from a mixed set of number cards. They can order these correctly and successfully identify missing numbers in the number line from one to ten. Other children can use plastic cubes well to build towers to match the numbers from one to six. The less capable children have good opportunities to practise writing numbers, both in the sand and using a small blackboard. The whole class really enjoy correcting the teacher's deliberate mistakes when she puts numbers in the wrong place or upside down. They achieve this well. A scrutiny of work shows that the more capable children are recording simple addition sums accurately, using numbers up to 15. Although there is little recorded evidence of children's understanding of shapes and positional language, in discussion they can accurately identify circles, squares and triangles.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children achieve well.
- The contribution of the bilingual support teacher and assistant has a significant impact on the quality of learning.
- The development of early investigative skills through first-hand experience is good.
- Computers and programmable robots are used effectively.
- The majority of children do not have a sound awareness of the world outside their immediate community.

### Commentary

45. Children are on course to achieve this Early Learning Goal. The bilingual support staff use English and children's home language very well to explain activities. This helps children to achieve well because they understand the tasks they are expected to do. Activities such as making buns extend children's speaking skills well and as a result they develop a wider vocabulary. Children observe the changes when ingredients are mixed and cooked. They were made aware of health and safety issues such as washing their hands and the need to stay away from the hot oven. However, they did not have their own bowls and ingredients so could not be fully involved in all the stages of baking. They developed early design skills when they make their own model houses.

46. The nursery teacher takes advantage of the changes in the weather to begin to develop young children's investigative skills. They really enjoyed being out in the snow, collecting it and watching what happened when they brought it indoors. They know that it is 'ice' and then 'it wet', and eventually decide that 'it melt.' Children begin to understand the natural world as they watch daffodil buds open when they are brought indoors and this is linked well to their work on colours. However, the small size of the strip of grass in the play area limits their opportunities to explore the natural world.

47. Children enjoy opportunities to use computers to reinforce their language and mathematical work. For example, older reception children learned to order instructions to enable a programmable robot to move forwards and backwards. The very enthusiastic teaching was infectious and children really enjoyed watching the robot move. The bilingual support teacher quickly repeated the command sequence when she realised that children had not understood.
48. The majority of children do not have a sound understanding of the wider community. For example, they identified a picture of 'Farmer Duck' planting in a field as 'cleaning the floor.' Some opportunities are planned to extend their experience, but this aspect does not have a clear focus across the areas of learning. Visits and visitors are not used enough to enhance the Foundation Stage provision and little use is made of planned themes that focus on different localities to broaden this aspect of their learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **unsatisfactory**.

### **Main strengths and weaknesses**

- The outdoor space and resources are unsatisfactory and do not enable children to achieve the expected levels of this area of learning.
- Nursery staff try hard to give children as many opportunities as possible to develop early skills.
- The nursery space available is not used by the reception children.

### **Commentary**

49. The very limited sloping outdoor space available for nursery children has no painted tracks or games provision. There is no soft play area where it would be appropriate to place a climbing frame for children to develop their climbing and sliding skills. The resources for outdoor play are very limited and restrict children's achievement. There is no play-house, climbing frame or workbench with tools. The slope does not provide good enough opportunities to develop throwing and catching skills because the ball rolls under the gate into the next play area.
50. Nursery staff try hard to provide opportunities, but the lack of appropriate space and resources limits the progress children make. No session is timetabled for them to use the hall. The older children have one lesson each week in the hall and use small equipment once a week in the main playground. Although the nursery outdoor space is limited, it is not used at the end of each morning by reception children. Because of the unsatisfactory provision, children do not attain the Early Learning Goals and their achievement is unsatisfactory.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children achieve well.
- The school places a good emphasis on the teaching of art skills through a range of activities.
- Children develop good colour-mixing skills using powder paint in all classes.
- Adults do not interact enough with children in the role-play area to extend their creative play.
- Nursery children really enjoy their singing and sing in tune.

### **Commentary**

51. Children are on course to exceed this Early Learning Goal. The majority of children enter the nursery with sound practical skills as a result of the good work of the FastLane worker in the toddler group. These skills are extended well by the nursery teacher, who is an experienced art

specialist. In a lesson seen, very clear demonstrations helped children learn how to mix powder paint using primary colours. The ETA also repeated these demonstrations very well in the children's home language, and this had a significant impact on the quality of learning. The nursery nurse supported the colour-mixing activity very well and this enabled children to create many different colours using a range of shapes and lines in their exploration. Reception children have good opportunities to extend their colour-mixing skills. The good provision helps them to explore a wide range of materials. In the reception class, children created their own houses using 'collectable' materials. They carefully added windows and doors, extending their cutting, sticking and joining skills. The more adventurous added tiles onto their house roofs. Children have good fine motor skills and use brushes, crayons and pencils well.

52. Role-play provision is available for all Foundation Stage children and is used daily. However, the adults do not interact enough to help children to extend their imaginative play and further develop their social and early language skills in English. Opportunities within role-play are not consistently used to extend children's knowledge of the wider community. Children in the nursery sing very tunefully and enthusiastically when they welcome each other at the start of each session. Their singing contributes well to their personal and social development.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- The quality of pupils' writing is good because they are taught the basic skills very well.
- Reading has improved and pupils listen well, but speaking is less well developed.
- Teaching is satisfactory overall, but some lessons are very good or excellent.
- Very good leadership of the subject is starting to reverse the fall in standards.

#### **Commentary**

53. Pupils have low levels of literacy when they come to the school, but they gain confidence in the early years. They make a good improvement by the age of seven to attain standards in line with the national average and above the average for similar schools. In the junior classes, their achievement in English is satisfactory. Pupils with special educational needs make distinct gains in their knowledge and understanding, with some making significant improvements in their levels of attainment. The best progress is in writing. In the infant classes, very focused teaching provides pupils with good opportunities to practise their writing. Teaching is highly structured and pupils respond well, showing that they can use a growing range of vocabulary as they get older. For example, very good collaboration between teachers encouraged pupils in Year 1 to think about different words beginning with 'dr' and 'cr'. One teacher used the home language where necessary to ensure that all pupils followed the lesson, and the other assessed pupils' progress and posed specific questions to move individuals on. By Year 2 teachers skilfully use questions to help pupils to extend the range of vocabulary in use, often by relating words to pupils' own experience. For example, pupils were quickly led to understand the meaning of 'abroad' through questioning like, 'Where do people go to celebrate Hajj? And where is that - in England?'. Pupils' writing is extensive and interesting because they have learned to use lively openings and unusual descriptive phrases like 'stripy flip flops and shoes with diamonds sparkling on them.' This enjoyment of writing is sustained in the junior classes because of the enthusiasm of teachers who involve all pupils in discussions about the purpose of the writing and the importance of the reader. Pupils know a lot about the structure of language. They use correctly punctuated dialogue to bring stories to life. Although they are less secure in spelling, their presentation improves as they get older. Handwriting in the younger classes is often uncontrolled.

54. The school has identified reading as a weakness, but, with an improved supply of books, a good area for quiet reading and more time devoted to reading, standards are improving. There is good adult support, and good records are kept to show progress and also where pupils need more help. Pupils clearly understand most of what they read, but their reading aloud, though accurate, often lacks expression. The school is trying to develop their dramatic reading by using play scripts for group reading, and this is proving quite effective. Teachers are good role models for reading aloud and give pupils many chances to read in lessons such as science and geography. They also allow pupils to develop their ideas orally, but many pupils lack confidence in speaking. Answers are often inaudible and speech tends to be rushed. There is little formal debating, role-play or drama in evidence that would help pupils to rehearse and practise public speaking.
55. The quality of teaching is satisfactory overall, but there are significant examples of very good and, occasionally, excellent teaching. Team teaching is often very good, but the systems for monitoring the quality of teaching and learning are very new. As a result, there is not enough sharing of good practice to raise all teaching to the level of the best. The best teaching is rigorously planned to involve all pupils with carefully phrased questions and generous, but well-deserved, praise. Adult support is very well managed in most classes and this benefits all pupils. Pupils are keen to do well and they work hard in lessons. The direct teaching of specific writing strategies is very good and leads to pupils producing a good variety of stylish writing. Marking is inconsistent, however. Some teachers give pupils good advice and ask them key questions to make them think of better ideas, but others focus too much on the surface features of writing or even correct the work for the pupils.
56. English is very well led, but some aspects of management are less well developed. The new co-ordinator has quickly established a plan of action to raise standards that were falling last year. Improvements are already in place, such as using a sample of pupils' writing to exemplify progress and to help teachers to develop their own understanding of levels of attainment. High standards in teaching are set, with some exemplary lessons, but there are no systems for ensuring that all other teaching and learning is regularly observed to secure consistency. Standards are similar to those reported in the previous inspection.

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

57. Achievement in literacy is good overall. There are many chances for pupils to practise writing across the curriculum in a realistic context so that they have an idea of the different styles that need to be used. For example, pupils in Year 6 visited a local centre to interview people about their experiences of life in their homelands. This resulted in very good biographies recalling both historical and geographical events. Many ICT to produce attractive booklets and to write letters of thanks. They undertake research on the Internet for topics such as the history of the Olympic Games. Note-making is encouraged as pupils watch television programmes in geography. Teachers are good at planning time for pupils to use a variety of non-fiction material such as atlases in literacy lessons, and to read aloud from fact sheets from wall displays. These strategies are leading to improved standards of literacy. There is less success in developing pupils' speaking skills by linking them with their own reading and writing.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The co-ordinator has a clear vision of excellence in the subject and leads well.
- Pupils are taught the knowledge and skills of numeracy effectively, and attain well in this area.
- The school does not place enough emphasis on the skills of practical and investigative mathematics.

## Commentary

58. The co-ordinator for the subject has a clear understanding of mathematics in schools. He is enthusiastic and leads by example. He knows that the school's particular strength is the teaching of facts and skills of number and is aware that this needs to be broadened further if standards are to rise above their current levels. He has looked closely at its provision, supported by officers of the local authority, and produced a detailed critique of mathematics within the school, which has informed his good action plan for improvement.
59. Overall, standards are in line with expectations throughout the school, and pupils achieve satisfactorily. However, this overall judgement conceals an inconsistency between the constituent parts of mathematics. The school places its main emphasis on teaching number and the rules associated with it. Pupils get a good grounding in these skills and are able to carry out calculations efficiently and accurately. They also receive some instruction on the properties of shape and space, and pupils in Year 6 have a good knowledge of the vocabulary of angle and, for example, the different types of triangle. However, the area of data handling receives a far lighter touch, and the skills of mathematical investigation are hardly taught at all. This means that large areas of mathematics are not given the emphasis due to them. Teaching overall is satisfactory; in terms of the impartation of knowledge it is good, but the areas missing on a regular basis mean that pupils cannot learn important skills well enough. The co-ordinator is well aware of this and has amended the policy to ensure that all classes include at least one session each week in which pupils explore mathematical problems in groups. He has piloted this in his own class of pupils in Years 5 and 6, but the observed results make it clear that these pupils have not regularly worked in this way in the past.

## Mathematics across the curriculum

60. The skills of numeracy are used effectively in other subjects like science to draw graphs and give results.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Pupils demonstrate good subject knowledge and understanding, particularly in Years 5 and 6.
- Pupils use subject specific language well in explanations.
- Pupils enjoy science.
- There are insufficient opportunities for pupils to set up their own investigations. This was also a concern at the time of the last inspection.
- Time is not always used effectively enough when teaching the skills of scientific enquiry.
- There is no consistent approach to assessment and target setting. This was also a concern at the time of the last inspection.
- There is a lack of challenge for more capable pupils in some classes.

## Commentary

61. Pupils still do not have enough opportunities to develop their investigative skills. Teachers do not give them the chance to predict what they think will happen in an experiment, select their own materials or discuss their own ideas in small groups. Most of the teaching is very directed and this limits opportunities for pupils to develop their own thinking and reasoning skills in science. In a Year 5 class, however, pupils have good opportunities to work both in groups and independently. The teacher gives them time to think for themselves and share their ideas with others. For example, good opportunities were planned for them to extend their knowledge of the effects of smoking by researching this using the Internet. This lesson had good pace and all pupils were actively involved and really enjoyed their learning.

62. Where teaching was not as good, teachers spent too much time talking about the intended investigation to the whole class, and pupils lost interest as they were not actively involved in finding things out for themselves. The same work was given to all pupils, and the more able pupils were not challenged enough. A discussion with a group of Year 2 pupils revealed that they found their work easy and did not need worksheets as they could write it themselves. The slow pace in these lessons and the lack of high expectations mean that pupils do not reach the higher standards expected at the end of both key stages.
63. Older pupils demonstrate good subject knowledge and understanding when responding to questioning. In a Year 6 class, they were very keen to explain electric circuits and showed a good understanding of the symbols and equipment used in a range of circuit diagrams. They explained clearly the difference between conductors and insulators and between positive and negative connections. Pupils in a Year 2 class understood fair testing and knew, for example, that it was fair when the same temperature was used for toasting a number of slices of bread. They commented correctly on the different changes when the length of toasting time was altered.
64. Assessment of science is still being developed and there is no consistency in recording results. This means that no comparisons can be made between standards in each class. Pupils do not have individual targets in this subject, which supports parents' concerns that they have little knowledge of standards in science. Reports do not contain any information about individual pupils' achievement in science or what they need to do in order to achieve higher levels.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The school is making good use of the computer suite and this is improving standards.
- The key issue from the last inspection concerning ICT provision has been addressed.
- ICT is used effectively to support learning in other subjects.
- The use of assessment to support learning is in its early stages.

### **Commentary**

65. The school's computer suite is roomy and fully resourced to teach all aspects of the subject. The previous inspection found that the curriculum was too narrowly focused. The school has improved resources and uses a government-approved scheme of work to ensure that all areas are adequately covered. As a result of this focus, standards are now in line with expectations in all areas of ICT. The suite consists of 15 computers, and most classes organise their timetable so as to teach ICT to one half and another subject to the other. This ensures that, despite the large size of some junior classes, all pupils have regular access to the computer and can reinforce their skills. When pupils do have to share a computer, they do so amicably and sensibly. The school has recently invested in more laptop computers to allow for further use both in the suite and around the school.
66. ICT skills are not taught in isolation. In lessons seen, teachers had carefully planned so that lessons linked with other areas, for example, pupils in Year 2 reinforced their understanding of the use of sentences as they redrafted a story about the 'Three Billy Goats Gruff', originally written as one long sentence. All could correct the story, including full stops and capital letters; some also inserted commas into lists. The main thrust of the lesson – that the computer can be used to improve the appearance and readability of text by editing – was also reinforced through this activity. Similarly, pupils in Year 3 made Eid cards, topical at the time of the inspection, in a unit about combining text and graphics.



67. However, the use of long and short term assessment is in its early stages. The co-ordinator is knowledgeable and enthusiastic, and she is constructing folios of annotated work to assist staff in assessment, as well as introducing a simple tick list to form a view of pupils' attainment. These measures will provide useful information, but do not easily assist teachers to plan lessons based on the outcomes of current ones.

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

68. Pupils make effective use of ICT, especially word processing and desktop publishing, to enhance the presentation of work around the school. There are a number of good displays of work, enhanced through the use of ICT techniques. Pupils' understanding of their Muslim background was enhanced by the use of the Internet to find suitable images for inclusion on their Eid cards.

### **HUMANITIES**

69. Not enough teaching was seen in religious education to make secure judgements about standards and provision, although the scrutiny of work shows that a range of topics is covered in accordance with the locally Agreed Syllabus. Only a very small proportion of pupils take the subject, as the majority are withdrawn at the request of their parents. In the infant classes they gain a good understanding of the importance of family life, and the subject links in well with personal, social and health education. In the junior classes pupils' writing displays an obvious enthusiasm for learning about different faiths. They clearly describe the differences between the interpretation of the story of Abraham from the Christian, Muslim and Jewish viewpoint. Pupils' writing shows that they know the qualities that define a good leader from their studies of famous people such as Martin Luther King.

70. Too few lessons were seen to make a judgement about standards and teaching in history and geography. Evidence gained in the scrutiny of work, by talking to pupils and from displays around school reveals that there are good links between the subjects in the study of the Indus Valley in the junior classes. Pupils enjoy the practical approach to geography that allows them, for example, to explore the school grounds to look for examples of water dispersal during the study of rivers. In the infant classes, many pupils find it difficult to understand environments, although teachers try to make the subject more relevant by using simple stories and models to introduce new places.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

71. Music and physical education were not foci of the inspection. One music lesson was observed, in which standards were in line with expectations. In this lesson, pupils had sound opportunities to develop their skills of performance and recitation. No lessons were observed in physical education, but the facilities for outdoor games are unsatisfactory.

### **Art and design**

Provision in art and design is **good**.

### **Main strengths and weaknesses**

- Pupils' work is of high quality.
- The co-ordinator has very good subject knowledge and is able to support colleagues very well.
- The subject is enriched through other opportunities.
- There is a strong emphasis on studying the work of other artists

## Commentary

72. Pupils throughout school achieve high standards in their artwork. When they enter school, they have sound fine motor skills that help them to achieve a high level of detail in their pattern work. Good resources are available and pupils use them well. They enjoy art and concentrate for extended periods of time in order to achieve pieces of work of which they are very proud. This raises their self-esteem well.
73. Pupils have good opportunities to work with other artists, both in school and in their local secondary school. The 'Mosaic Project' enables them to extend their skills by working alongside their parents and other adults in school.
74. There is a strong emphasis on the study of other artists that broadens pupils' understanding of a range of other cultures. They do not simply copy the artist's work, but use their own ideas to create work in the style of the artist. Pupils really enjoy this work and commented that, 'I'm using my imagination and my own ideas.'
75. The work in school is very well led by a confident and experienced part-time co-ordinator. The school values art as an important part of the curriculum and uses the co-ordinator's additional time well to support art throughout the school as a consultant. This has raised the quality of teaching and the results pupils achieve. It also enables team teaching, and a very good example of this was seen when two teachers worked very well together with a class of pupils in Years 5 and 6.

## Design and Technology

Provision in design and technology is **satisfactory**.

### Main strengths and weaknesses

- The co-ordinator is very enthusiastic and well qualified.
- Appropriate tasks are set, including good opportunities for food technology.
- Good links with the community enhance provision.

## Commentary

76. A very enthusiastic and well-qualified teacher leads the subject. Her enthusiasm is infectious and is evident in the portfolio of work available during the inspection. For example, in order to support pupils in Year 6 when they were constructing vehicles, she brought a full-sized rickshaw into school. This helped them to observe axles, connections and wheels, linking their work well to the culture of others.
77. Pupils in Year 1 create their own moving pictures, using slide mechanisms and levers, while pupils in Year 2 have extended their understanding by creating moving parts on teddy bears and sock puppets. All classes have good opportunities to evaluate a range of foods, including biscuits, fruit and vegetables. This work is well linked to their work in other subjects, such as changes in science.
78. The co-ordinator uses the local area well to support pupils' learning. Pupils in Year 5 visited a local supermarket's bakery in order to see biscuits being made. They observed all the processes in the bakery and followed the biscuits to the supermarket shelf to see how they were packaged and put on sale. Pupils made their own biscuits and sold them at the school fair.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. The school offers a broad and balanced programme for personal, social and health education, including elements of citizenship. The positive ethos and the respect between adults and pupils

also enhance pupils' understanding of the duties and responsibilities of living in a community. The school is developing links with schools in different circumstances to ensure that cultural aspects are also covered sufficiently.

## 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	2
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</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	3
<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	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	3
The leadership of the headteacher	5
The leadership of other key staff	4
The effectiveness of management	5

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