

INSPECTION REPORT

PENTLAND INFANT AND NURSERY SCHOOL

Dewsbury

LEA area: Kirklees

Unique reference number: 107690

Headteacher: Mrs Denise Clark

Lead inspector: Dr Richard Perkin

Dates of inspection: 3rd - 5th May 2005

Inspection number: 267490

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7 years
Gender of pupils:	Mixed
Number on roll:	170
School address:	Pentland Road Savile Town Dewsbury West Yorkshire
Postcode:	WF12 9JR
Telephone number:	01924 325305
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Joan Hoyle
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

Pentland Infant and Nursery School is a smaller than average school with 170 pupils, including 50 children attending part-time in the nursery. There are 97 boys and 73 girls. All pupils are of minority ethnic origins, are of the Muslim faith and have Punjabi, Gujerati or Urdu as their heritage language, apart from a small number of Bengali and Somalian speakers. The whole local community upholds very strict Islamic values and cultures. Ninety-seven per cent of the pupils do not have English as their first language; this is a very high proportion. Seventy-three per cent are at an early stage of English. Sixty-one per cent of pupils are of Pakistani origin, 34 per cent Indian, with small proportions of Bangladeshi, Somali and mixed White and Asian origin. There has been a change in the ethnic balance since the last inspection, with a higher proportion of Punjabi speakers in school now. Just under 10 per cent of pupils have identified special educational needs, which is below the national average. However, over 2 per cent of pupils have statements of special educational need, which is above average. The range includes dyslexia, moderate learning difficulties, hearing impairment, physical disability and autism. Children's attainment on entry to school is very low, particularly in language and social skills. Over time, the proportion of pupils leaving and joining the school at other than the usual times is significant at 15 per cent, though last year only one pupil arrived and one left. Mobility is complicated by the number of extended stays in India or Pakistan, some of which last for a year. The school is located in Savile Town, on the outskirts of Dewsbury in West Yorkshire. This is an area of high deprivation. Almost all pupils live in the school's immediate vicinity, where the housing is a mix of privately owned and rented accommodation. The proportion of pupils qualifying for free school meals was over 20 per cent for almost the whole of last year, while over 50 per cent qualified for free school meals and clothing grants, according to local authority figures. The socio-economic background of the pupils overall is consequently judged to be well below average. The school is involved in the 'Small Schools Fund' and 'Sure Start'. It achieved the

'Investors in People' award in 2004 and received a 'Schools Achievement Award' in 2003. It has been part of the 'Effective Early Learning Project' since 2001 and is working towards the Local Education Authority 'Healthy Schools' award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14591	Richard Perkin	Lead inspector	English as an additional language English Art and design Religious education
13723	Jean Overend	Lay inspector	
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30724	Delia Hiscock	Team inspector	The Foundation Stage Science Geography History Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective and successful school with many excellent features. Pupils of all needs and abilities achieve very well and, from a low starting point, reach the standards expected for their age. Their attitudes, behaviour and personal development are very good. Teaching is of a high quality overall and excellent in the Foundation Stage. Leadership and management are excellent. The school provides very good value for money. Parents and pupils think highly of the school.

The school's main strengths and weaknesses are:

- Very high quality leadership and management ensures very good achievement for all pupils, whatever their ability or need;
- The Foundation Stage provides an excellent start to school life for the children;
- Standards in English are above the national average by the end of Year 2;
- Teaching is very good and assessment is excellent;
- Very high quality support staff are used extremely well to ensure pupils' high achievement;
- The provision for pupils who are in the early stages of learning English as an additional language is excellent, as is the provision for pupils who have special educational needs;
- Extended holidays and unauthorised absence have a detrimental effect on the achievement of some pupils and the punctuality of some pupils is unsatisfactory.

Improvement has been very good since the last inspection and all identified issues have been dealt with well. The excellence of the Foundation Stage has been maintained, standards in reading are higher and there have been significant improvements in information and communication technology (ICT). Changes in the nature of groups have meant a slight drop in standards in mathematics but there have been excellent improvements in provision for pupils with special educational needs. The partnership with parents has significantly improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	B	A	C	A
writing	A	B	C	A
mathematics	B	C	C	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those with a similar proportion of pupils qualifying for free school meals.*

Pupils' achievement is very good. Achievement in the Foundation Stage is excellent and children reach the learning goals they are expected to reach by the end of reception in all areas of learning, exceeding them in personal and social education. Achievement in Years 1 and 2 is excellent in reading and very good in writing, mathematics and science. Pupils reach above average standards in reading and attain the expected levels for their age in writing, mathematics and science. Achievement is very good for all the ethnic groups represented in the school, for the very large proportion of pupils for whom English is an additional language and for pupils with special educational needs.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils have very positive attitudes to learning and behave very well. Attendance and punctuality are unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching throughout the school is of high quality. It is particularly strong in nursery and reception, where children learn extremely well. Teaching in Years 1 and 2 is very good in English, mathematics and science. Learning is very well enhanced by the excellent use of expert support staff, whose skills provide particular help for pupils in the early stages of learning English and for those with special educational needs. Excellent assessment systems enable teaching to meet the needs of individual pupils very well.

The curriculum is very good, with an excellent commitment to meeting the varying needs of all the pupils. It is significantly enriched by visits and visitors and high quality accommodation and resources. High levels of care accompany excellent support and advice procedures. Very constructive partnerships with parents and other schools and colleges have a strong impact on pupils' achievement and there are positive links with the local community.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is outstanding. Leadership of the headteacher and of other key staff is excellent. The headteacher provides a very clear direction for the school that is shared by the whole school team. The very effective governing body ensures that all statutory requirements are met. Management is excellent and makes certain that the school gives very good value for money.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very well of the school. They particularly like the teaching and the way the school is run. They find the school easy to approach and feel strongly that the school respects their religion and culture.

Pupils hold the school in high regard and enjoy both work and play activities.

IMPROVEMENTS NEEDED

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

- Improve pupils' punctuality;
- Make parents more fully understand the detrimental effect that absence, particularly through extended holidays, has on their children's progress.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement overall is very good and is excellent in the Foundation Stage. Pupils of all needs and abilities achieve very well, including those for whom English is an additional language and those who have special educational needs. Children in reception reach the expected standards in all the areas of learning and exceed them in personal, social and emotional development. Standards in reading by the time pupils leave Year 2 are above those expected and are broadly average in the other core subjects.

Main strengths and weaknesses

- The achievement of children in nursery and reception is excellent;
- The achievement of pupils for whom English is an additional language is very good;
- The achievement of pupils who have special educational needs is very good;
- The achievement of pupils who have extended holidays or other poor attendance is often impeded by their absence;
- Standards in reading are above the national average.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.0 (17.0)	15.8 (15.7)
writing	14.9 (15.7)	14.6 (14.6)
mathematics	16.0 (16.6)	16.2 (16.3)

There were 41 pupils in the year group. Figures in brackets are for the previous year.

1. Results in the national tests for 7-year-olds in 2004 showed standards in reading, writing, mathematics and science that were all broadly average. More able pupils did as well as those nationally in reading and science and were only slightly behind in writing and mathematics. The results in reading and writing were much better than those in schools with a similar socio-economic background and also compared well in mathematics and science. Trends over time are broadly in line with the national trend, though results in 2004 were below those of the previous year, because of the make up of that year group. The performance of boys and girls show no significant differences. The school has identified, through its careful evaluation of test results, an issue relating to the relative lower attainment of pupils with a Punjabi background when compared to Gujerati speaking pupils, and has successfully addressed it. Since virtually all pupils have English as an additional language, the results indicate very good value added for these pupils. Pupils in Year 2 in 2004 all achieved at least 10 per cent better than the predictions based on Performance Indicators in Primary Schools assessments, as a result of effective interventions by the school, which included support from Ethnic Minority Achievement staff both in school and for parents in targeted families.
2. The decision of the school to make a particular focus of the early years of children's education has been extremely successful. Most children start in nursery with levels of attainment that are very low, particularly in communication, language and literacy. During their time in the Foundation Stage, because of the excellent provision for their needs, they make excellent progress and, by the time they leave reception, are attaining at expected

levels for their age in this and the other areas of learning. Extremely high quality assessment practices are used to ensure that the needs of each individual are clearly recognised and catered for. So, for example, children at the early stages of learning English as an additional language are supported most effectively by bilingual teaching assistants, who have the same very high expectations of them as the teachers and other helpers. Similarly, children's special educational needs are identified very early on and appropriate help given, with outside agencies consulted when necessary. Both these groups of children consequently make the same excellent progress as the other children.

3. The school has begun the process of extending good early years practice into Years 1 and 2, with considerable success. The layout of the shared area means that pupils can continue the very productive habits of learning through play that they established in nursery and reception, and this benefits their overall learning very effectively. The very good teaching they encounter in Years 1 and 2, makes excellent use of assessment to ensure that pupils work in groups that will benefit them most. Because the school analyses achievement by gender and by ethnic group, boys and girls and pupils from every ethnic group represented in the school make equally good progress. Pupils at an early stage of learning English as an additional language continue to be helped by bilingual teaching assistants as well as by extra teachers, with expertise in teaching English as an additional language. Consequently, their achievement remains high and most reach the nationally expected levels of attainment in English by the time they leave Year 2. Pupils with special educational needs also benefit from the excellent provision for their needs, working to individual education plans that track their progress in the small steps necessary for their needs. Rigorous monitoring of their daily progress, and regular reviews of individual targets, ensures that step-by-step progress is maintained. These pupils also gain from the excellent individual help they receive from teachers and support staff. More able pupils also benefit from the very highly developed assessment practices as teachers are able to challenge them and push their boundaries.
4. The school makes every effort to support pupils going on extended holidays. These pupils are provided with learning packs that are intended to maintain their progress as far as possible while they are away. However, not all parents ensure that the packs are used and, consequently, the pupils lose ground, sometimes considerably, during their holiday. The school makes very strong efforts to bring them up to speed when they return, through targeting their needs and working with them individually and in small groups, but the achievement of many of these pupils suffers as a result of these extended absences. These range from four weeks to a year and, in some cases, occur more than once during their time at the school.
5. While the school works extremely hard to develop pupils' skills in English successfully through consistently planning opportunities for pupils to speak and listen and write in a wide variety of contexts, a major achievement is its success in developing pupils' reading skills. This ensures that, by the end of Year 2, pupils are reading with good levels of understanding and at a level that is above the national average. Standards are at expected levels for their age in writing, mathematics, science, ICT and religious education, largely because of consistently very good teaching.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. The provision for pupils' spiritual, moral, social and cultural development is very good. Attendance and punctuality are unsatisfactory in spite of the school's hard work.

Main strengths and weaknesses

- The school is very effective at promoting very good attitudes and behaviour;
- There is very active promotion of pupils' spiritual, moral, social and cultural development;

- Attendance is well below the national average;
- The punctuality of some pupils is affecting learning at the start of the day.

Commentary

6. Even the youngest children show very good attitudes to their work and are very well motivated to learn and take part in all activities. The children really like school and older ones speak of liking their teachers and enjoying the work and play. Pupils with special educational needs are very well integrated into the life of the school, whatever their specific needs. Parents and school work very closely to ensure the most appropriate provision is available. These pupils are eager to learn and to share their learning with others. Similarly, pupils for whom English is an additional language show very positive attitudes and are fully included in the life of the school. The school is extremely successful at promoting high levels of racial harmony and equality of opportunity. A small number of parents expressed concern about bullying. However, children behave very well and those who have more difficulty behaving appropriately are very well managed. There have been no exclusions. Staff apply the reward system fairly and consistently and there is always a very high level of supervision to ensure that behaviour does not become too boisterous in the playground, for example.
7. The school promotes spiritual development very well. Pupils recite prayers and assemblies are very well planned to link with and reinforce other learning. The best assemblies provide time for the children to reflect on their beliefs and values, as they make links between the stories they experience and their own lives. The ‘Feelings Teddies’ illustrate how the school encourages children to reflect on their feelings as they arrive at school, and they are learning how they can work with or for others to make everyone feel better.
8. Pupils’ understanding of right and wrong is very good and this is reinforced throughout the school day, using discussions and careful display of the school rules, for which they are helped to understand the need. All staff have very high expectations of pupils’ behaviour and maintain a consistent approach. Pupils are given opportunities to respond to topical issues, such as the charity initiatives after the tsunami disaster. The pupils have also written to the Prime Minister, asking him to ‘send my buddy to school’, part of an initiative to get better education in the Third World. Very good opportunities are provided for pupils’ social development, including the use of visits and visitors to raise pupils’ awareness of the wider society to make their learning more relevant. Pupils receive age appropriate responsibilities through representing their classmates on the school council and helping with a wide range of tasks throughout the day. Involvement in the Kirklees ‘Healthy Schools’ award, ‘Circle Time’, out of school hours activities and the summer school all provide for different social experiences and skills.
9. The provision for children’s cultural education is good. The children are helped to celebrate and learn more of their own faith and festivals. In religious education lessons, they also learn of Christian beliefs. Displays around the school include many images from a range of ethnic backgrounds. In history, they study more local and British heritage, including recent work on the Great Fire of London. The school has worked sensitively with governors and community members to broaden the curriculum, especially in art and music, to prepare the children for life in a diverse society.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.9

Unauthorised absence	
School data	1.0

National data	5.1
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

10. In the last school year, the attendance rate has been raised by the school's promotion of good attendance with both parents and children. The school monitors attendance carefully and parents receive regular reminders of the legal requirement and importance of good attendance. The children receive rewards for good and improved attendance, including a certificate and small prize. However, each child loses three days attendance per year for religious observance. A few families choose to ignore the essential advice to ensure their children attend regularly and the school and educational welfare officer are working with these families. However, extended holidays in term time are the major cause of attendance being well below the national average. With 50 per cent of pupils by Year 2 having had at least one extended holiday to their family homeland, this is having a significant affect on some pupils' progress.
11. Punctuality is also unsatisfactory, as some children are regularly 10 to 15 minutes late. This not only affects their learning as they miss the start of the school day, but affects the learning of other children as registration and the start of lessons is delayed or interrupted. Parents have been informed about the importance of good attendance but families observed arriving late appear unconcerned.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Teaching and learning are of high quality. There is a very good curriculum that is enriched by a variety of visits and visitors. There are high standards of care and excellent monitoring and guidance. Very effective partnerships exist with parents and with other schools and colleges, and the school works well with the local community.

Teaching and learning

The quality of teaching and learning is very good overall, with some outstanding features. Assessment is excellent. Teaching and learning have improved since the previous inspection.

Main strengths and weaknesses

- There is excellent teaching provision in the Foundation Stage;
- Throughout the school, teaching assistants contribute significantly to the high quality of provision;
- Relationships throughout the school are excellent;
- Pupils' individual needs are fully recognised by all staff;
- Teachers and assistants maintain very high expectations.

Commentary

12. The quality of teaching in the Foundation Stage is excellent. Teaching is very challenging and there are no perceived limits to what children can achieve. The blending of the learning between nursery and reception classes is seamless. Adult directed and independent activities are extremely well balanced and children obviously enjoy the challenges put before them. Support for pupils learning English as an additional language is outstanding, as is the inclusion of pupils who have special educational needs. Relationships are excellent, so children think that learning is great fun.
13. In Years 1 and 2, teaching and learning are consistently very good. The quality of the teamwork established by teachers and assistants solidly underpins learning and very good achievement. Teachers' subject knowledge is generally very good, though in ICT some skills are currently being enhanced due to the installation of new equipment.

14. All staff maintain very high expectations. More able pupils are challenged very well in lessons, through the provision of extension work. Pupils who have specific additional needs are also expected to work to the best of their abilities. Teachers provide suitably modified learning resources to help them to understand and achieve alongside others. A very good range of teaching methods helps pupils achieve to the best of their abilities. Pupils are normally taught within the whole class, usually with additional focused support. When necessary, small groups and individual teaching are used to boost specific skills. The quality of teaching for these pupils is often excellent, as, for example, when resources such as ICT equipment are specially adapted to allow easier access to computers. Because teachers assess the needs of pupils for whom English is an additional language so effectively, they are also enabled to make very good progress. Teachers and teaching assistants have very well developed expertise in teaching these pupils and often work with them individually and in small groups very productively. All adults in the school have a very high commitment to inclusion, so that all pupils have equal opportunities to play a full part in the life and work of the school.
15. Adults who work with the pupils insist on high standards of behaviour. Pupils respond very well, because trusting relationships are so firmly established. They enjoy a very good rapport with teachers and demonstrate their eagerness to please, for example by scampering to their places on the carpet before the teacher counts to ten.
16. Teaching assistants are highly skilled. Almost all are bilingual, which accounts for the rapid progress of the pupils for whom English is a second language. They plan very closely with class teachers, so that small group and individual teaching is very well focussed and highly productive.
17. Assessment is used to very good effect. Excellent whole school systems enable teachers to track pupils' progress and set appropriate targets for attainment. Teachers evaluate pupils' learning in order to plan for the next learning objective. This was clearly demonstrated in a class where the teacher focused on the use of mathematical language for subtraction, following an assessment of previous work. Individual learning targets are shared with pupils and all know what they need to do to improve.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	7	1	0	0	0

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

The curriculum

The curriculum is very well designed with a rich variety of activities that are regularly tuned to the needs of each pupil. Many additional activities outside the school day enrich the curriculum and make learning with others fun. The accommodation is very good. The outdoor space is large and extends the scope of what the children achieve in their classrooms. Learning resources are good.

Main strengths and weaknesses

- Activities are designed to ensure that pupils benefit from the commendable range of highly skilled support staff;
- The very good provision for personal, social and health education (PSHE) helps pupils to make thoughtful choices about their life, and children in nursery and reception get off to a flying start;
- Pupils learn very effectively through a strong curriculum in English, mathematics and science; all of which prepares them very well for the next stage of their education;

- For pupils with special educational needs, the attention, experiences and access they are provided with make learning as rich as possible;
- The curriculum for pupils for whom English is an additional language is extremely rich.

Commentary

18. Improvements in the quality and range of the activities the school provides have kept pace with the changing needs of different proportions of pupils with different needs. The school has dealt effectively with the need to improve provision in physical education and music and, in doing so, has reflected both the wishes of the local Muslim community and the requirements of the National Curriculum. This is a school where pupils' achievement is at the heart of all the experiences planned for them. Their studies are enhanced by staff from the community who use their heritage languages to great effect on learning. For instance, in subjects such as English, mathematics and science, activities are planned to ensure that each pupil understands and achieves well. If not, then more teaching sessions are provided, often alongside support staff. The school plans additional teaching to compensate for missed lessons when a pupil is absent for a long period of time, even though this puts a strain on resources. The school is adept at planning experiences to match pupils' capabilities and interests. Activities are planned to be as practical as possible and with as much rehearsal of knowledge and lively conversation as is needed to deepen pupils' understanding.
19. In nursery and reception, the children get a tremendous start to their education. The excellent variety and quality of experiences blend superbly with what children already know, the new ideas they encounter and the adults they know and trust. The exciting methods of organisation and the breadth of activities mean that even the youngest children, most of whom speak a minority language in the school, blossom into independent young learners. One of the key reasons for their growing self-awareness is the outstanding quality of the provision for pupils' personal, social and health development. This continues into infant classes. Pupils are listened to and they have many opportunities, with trusted adults and in small groups, to explore their ideas, feelings and misunderstandings about day-to-day life. Often these sessions refresh them in their work and play.
20. Provision for children with special educational needs is outstanding, as is that for pupils who speak English as an additional language. The work the pupils do is skilfully thought through to have the best effect on what and how they learn. Support workers are particularly sensitive in guiding pupils during lessons with just enough support. They know what each child needs and how to challenge them to do a little more, so that they achieve their targets for learning. These pupils too learn to be as independent as possible given their needs, because they join in activities much more than would most pupils with similar difficulties to overcome. This is because the school strives beyond most to include everyone in the full range of experiences provided and plans additional outings to make learning exciting and relevant. There are plenty of visits, visitors, sports and artistic events, as well as clubs, all of which help all of the children to enjoy school and get a little magic from as many experiences as possible. For example, pupils visited Asda as part of the healthy food campaign, and a visit from Munch the Dragon promoted the 'five a day' healthy eating scheme. As a result, pupils are ready to move on to the next stage of their education with confidence. Very close links with nearby schools helps to maintain the pace and achievements they have accrued in their studies.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The school provides excellent support, advice and guidance. The involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- Supervision of the pupils is very good;
- The thoroughness and use of assessment are excellent, informing pupil support and guidance most effectively;
- Pupils' personal development is monitored very well;
- The school council is giving pupils a voice;
- Induction into the Foundation Stage is excellent.

Commentary

21. All staff are very caring and work very hard to ensure that children are happy and safe in school. They know the pupils and their families very well, so can tailor their support to individuals' needs. Child protection arrangements are secure and all staff have been made aware of their responsibilities in this respect. The school makes use of available expertise and training opportunities to keep procedures and practices safe and up to date. Risk assessments are undertaken for all visits. The school building is kept very well cleaned and maintained. The high number of very well trained and vigilant staff ensures that the children are always very well supervised. The school puts a strong focus on healthy practice, through, for example, healthy eating. It is investigating the provision of shade for the playground to support sun safety. With the ongoing problems of hazardous parking around the school, road safety messages are regularly reinforced to the children.
22. The quality of care and support for pupils with special educational needs is outstanding. Monitoring of academic progress is rigorous and fully informs the next steps in learning. Provision for pupils who have statements of special needs is highly effective, because of the extra care and planning which the school contributes towards their welfare. All staff are fully sensitive to pupils' special needs. The same is true for the quality of care for pupils with English as an additional language, for whom assessment and monitoring are also excellent.
23. The school makes excellent use of assessment and the monitoring of pupils' achievements, both academic and personal. The results are used to determine lesson content and to support the needs of all groups of children. There is outstanding support for children in class and around the school from all support staff, including bilingual assistants. All support is unobtrusive and part of the excellent teamwork which meets each child's needs so that they make very good progress.
24. Parents are very happy with the excellent induction their children get to the Foundation Stage. They speak very highly of the help their children receive to help them settle. There is also excellent exchange of information enabled by the generous provision of home visits. These are also conducted as their children move up each year and help allay parents' and pupils' fears.
25. Children's views are listened to during 'Circle Time' discussions and throughout the school day. Questionnaires that the pupils have completed show that they feel valued. Children on the school council are sure they can get help if they need it. They are particularly happy to talk about the changes to the playground that they have been involved in or would like to see. The council is developing the children's sense of responsibility, as council members have to report the findings of the council back to their class. The council can also set the subject of the next 'Circle Time', so helping further to give the children a voice in the school.

Partnership with parents, other schools and the community

Links with parents and with other schools and colleges are very good. The partnership with the community is effective.

Main strengths and weaknesses

- Parents hold the school in high regard;
- Consultation with parents is excellent;
- Parents contribute very well to learning at school and at home;
- Links to other schools and colleges are very productive.

Commentary

26. Parents show a very high degree of satisfaction with the school. They are particularly pleased that the teaching and leadership and management of the school are good and that their children like school. They find the school easy to approach and feel strongly that the school respects their religion and culture. A well presented range of information is sent home, including newsletters, and the school makes good use of parental notice boards. There is day-to-day exchange of information at the school and parents evenings are reported to be very well attended and helpful. The role of the bilingual support workers is exemplary and essential in this exchange of information. The written end of year reports sometimes lack helpful next steps for learning and are inconsistent in the indication of the amount of progress made or in showing how well children are doing compared to the national expectation. However, parents at the pre-inspection meeting said they receive some of this information verbally at parents meetings.
27. The school has successfully built strong and trusting relationships with the parents of pupils with special educational needs, who are conscientious about attending reviews and very supportive of the school's efforts to help their children learn.
28. The school's consultation with parents is excellent. Parents' views have caused the school to alter the timing of parents meetings and have determined some of the curriculum content and workshop topics for parents. The range and nature of these workshops is praised by parents and they have ensured that parents are enabled to support their children at home. Parents feel very comfortable to help their children in school at the beginning of the day or to assist within the classes and on visits. Parents have also got involved with helping their children through the toy and mathematics libraries. One parent runs the community library weekly.
29. Good use is made of the community for learning. For example, ASDA and their 'Big Healthy Eat' scheme has supported the school's work towards the 'Healthy School' award. Visitors, such as the police, fire service, school nurse and road safety officer, come to the school regularly. The Friends of Pentland generously give their time to run events and raise money for the school. Events such as the summer fair are open to the whole community.
30. The school has worked very hard to build up its links with other schools and colleges and these are very productive. Links to local primaries have included an art and design and technology project and the link to a nearby primary school has enabled a two way social and cultural exchange. 'Sure Start' provides support for a toy library and mother and toddler group, and there are very good links to a local playgroup, which help with induction into nursery. Pupils benefit from the carefully planned transfer programme to the local junior school, which includes good curriculum links through a module of learning that begins in the infant school and is completed when pupils go to the junior school. Links to the local colleges have provided help for running parental workshops and an adult art course at the school. The school provides training for many students and in turn benefits from their skills.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is outstanding. The leadership of the headteacher and of staff is excellent. Management is also excellent. The very ably led governing body is very effective. The school is working hard and with some success to overcome the major barrier to some pupils' achievement, which is the number and length of extended holidays taken by some pupils.

Main strengths and weaknesses

- The headteacher's extremely clear vision for the school is shared by the whole school team;
- There is an extremely strong commitment to first class early years education, that is leading to excellent levels of achievement for the children in nursery and reception;
- Key staff ensure high quality provision, particularly for pupils for whom English is an additional language and for those with special educational needs;
- The school has an excellent dedication to the inclusion of all that leads to high achievement;
- The school's excellent commitment to self-evaluation means that it is constantly looking to improve;
- The very effective governing body supports and challenges the school very well.

Commentary

31. The headteacher's vision for the school is clearly shown in the priorities seen in the school's aims and in its development planning. There is, for example, a very strong focus on giving children the best possible start to their school life, that will enable them to catch up from a very low starting point. The Foundation Stage represents heavy investment, both financially and in terms of expertise, so that the provision for these young children is of the highest quality. It is outstandingly led and managed. The school also has an extremely strong focus on including in its life and work pupils of the full range of need and ability. Consequently, provision for pupils with English as an additional language and for pupils with special educational needs benefits from excellent leadership and management. These co-ordinators know that the school never stints on any resources they need. The provision also profits from the school's employment of very high quality staff to support pupils in both categories. The school's commitment to pupils' personal development and high rates of achievement is seen in its very strong dedication to maintaining high staffing levels.
32. A very strong sense of team work permeates every aspect of the school's life. The very highly effective senior management team share the values of the headteacher and her deputy, and subject leaders develop their own subject teams just as effectively. Support staff and students are brought seamlessly into the teams, so that teaching, particularly in English, mathematics and science, is of a consistently high quality and leads to high levels of achievement.
33. Extremely thorough tracking of individual progress and personal development and sophisticated interpretation of assessment data enable the school to take effective action, not only at the level of the individual pupil but also at whole school level. The school's self-evaluation is consequently very well informed by accurate data. The school's exemplary monitoring process involves classroom observations, scrutiny of pupils' work, individual target setting and rigorous analysis of results by ethnicity, gender and individual need. Consequently, areas for improvement are clearly seen and rapidly acted on. For example, two pupils returning from extended holidays were immediately placed with a language support teacher as a 'Better Reading Partner', so that he could help them to catch up what they have lost as far as possible. His plans were informed by the very clear records of their

progress up to the point when they went on holiday, and he was consequently able to match their present needs in the light of that information. The needs of each pupil are clearly communicated to other staff working with them, such as the bilingual support workers who help them individually or in small groups.

34. The very well led governing body represents the local community very well and includes a wide range of expertise that is used very effectively to benefit the school. Governors give generously of their time and have a significant and beneficial involvement in the life of the school. They have a very good knowledge of its strengths, problems and areas for development. Governors benefit from meetings where subject and other co-ordinators present reports on their areas of responsibility. They have carried out an audit and action plan, are involved in policy review, attend monitoring meetings with the headteacher, join in school-based in-service activities and observe teaching and learning. Because the governors represent their community so closely, their advice on religious and cultural matters is greatly valued and they are able to communicate the views and concerns of the parents very effectively. They have contributed advice, for example, in relation to one of the main stumbling blocks to pupils' achievement that is facing the school, namely the problem of extended holidays.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	535866	Balance from previous year	25176
Total expenditure	516070	Balance carried forward to the next	43972
Expenditure per pupil	3244		

35. The relatively large carry forward was the result of an expected drop in income in support of pupils who have English as an additional language, and the expectation that the school would have to supplement the budget for those pupils. In the event, the school's fears were unfounded and the money is ear marked for the provision of another teacher.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **excellent**.

36. When children start nursery, their attainment is very low when compared to that of most children of similar age. They achieve impressively in all areas of learning. Their quick acquisition of English complements their heritage language and gets them off to a rapid start to learning. The very high level of bilingual support, of notable quality, and the excellent quality of teaching overall means that children make a huge amount of progress from their start in nursery to the end of reception. Most are on course to achieve the goals set out for them in the Foundation Stage. Just a few of the boys do not reach the stage of spoken English to enable full independence. The school certainly provides a rich variety of activities to ensure that each child achieves well but there is more than this. The experiences provided blend into a pattern of routines, play and challenges that 'skills up' even the youngest children to take their own steps into uncharted territories. The different teaching groups organised through the week deepen the understanding of reception children and accelerate the skills they need for the future. Each child has the opportunity, through their play and extensive adult guidance, to grow and learn with no stress. Teaching consistently models high levels of conversation and there are plenty of checks on how a child is learning, so barely an ounce of progress is lost, except when absence interrupts the momentum of learning for a few children. The accommodation is very good and is used imaginatively for children to explore for themselves or with their classmates. Activities flow outdoors as do the children. The scope of experiences is equally exciting and productive. Resources are good. Outstanding leadership and management have maintained the excellent provision seen during the previous inspection and have never stopped still in devising new experiences from which children might learn something more.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The arrangements for children to start nursery, then transfer into reception, then into Year 1 are first rate;
- Shared teaching sessions between nursery and reception provide time and opportunity for children to develop the personal skills they need in their day-to-day experiences.

Commentary

37. The children see this as their nursery and many of them entice their parents and carers into chosen activities each day. These precious moments are valuable times together and forge another close link with home to complement those already in place. These are very well behaved children, who can manage their own bits and pieces and who make choices as part and parcel of each day's routine. They enjoy the freedom to play and investigate new things for themselves. The children in nursery with special educational needs feel confident enough to tackle the unfamiliar, because they know that adults are just a glance away. Reception children persevere in their activities for quite a time as they work and play. They will think about a problem they encounter before they go to an adult. In fact, children mature very well indeed by the time they are ready to move to Year 1. They have developed many personal skills for learning that help them widen their known world and negotiate with others. In fact, they treat their classmates with greater respect than most children of their age. Pleasingly, the move into reception, then into Year 1, is seamless so that children romp along in their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve a great deal in the range of skills for communication, reading and writing.

Commentary

38. The children in both nursery and reception benefit from ample, rich conversation and they gain substantial skills in reading and writing. Adults ensure that children understand as much as possible of the rich array of activities by providing commentaries, questions and lots of encouragement and fun. For example, one volunteer came in to chat with children learning English alongside their minority heritage language. Most of the children speak confidently and are not phased by unfamiliar adults visiting. By the time they transfer to Year 1, most have a command of the English language that can be likened to many children of their age. Just a small proportion of boys still have to develop more consistent patterns of statements and questions in English. They too are encouraged to describe what they want and they are given lots of opportunities to do so. There are additional teaching groups for children who might benefit from closer attention and enhanced activities to make faster progress from their starting point. Higher achieving children can write lots of sentences and deal with letter sounds to tackle words accurately when they transfer to Year 1, with simple punctuation and lively messages. Some of these children significantly exceed the goals in their literacy skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Links across many areas of learning help children in both nursery and reception to make substantial gains in their mathematical understanding and early reasoning skills.

Commentary

39. Very well planned tasks challenge nursery children to develop ways to count to 5, and to explore mathematical ideas as they sort and play, fill and pour and examine the patterns set out for them. Children in reception can calculate by combining numbers to 10 and they can count in tens to one hundred with support. In one session seen, the children used their design and making skills to count the pattern of tens on a caterpillar. Children describe how they add two numbers together by holding the number in their head and counting on a number they have thrown on a dice. Overall, most children move quickly along the 'stepping-stones' to meet the expected goals and higher achievers well exceed them and work in the early levels of the National Curriculum.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- There is a huge scope of activities designed to trigger curiosity and exploration.

Commentary

40. Children's awareness of the past, of places and routes, scientific ideas and beliefs is very successfully developed by plans that link together key ideas into a topic such as 'Caterpillars'. This very effective approach helps children of different abilities and needs to learn appropriately at their own stage of development. Children are expected to figure things out and find their way around the impressive space indoors and out. Adults develop key vocabulary. They help children to describe what they see, as they observe, so that they can clarify their ideas in the light of their investigations of such topics as floating, sinking, and changes in the cycle of a caterpillar. Lots of exciting experiences widen their understanding of the world. For example, in a trip out and about, the youngest reception children experienced 'Road Safety Training' and gained many new facts through observing and responding to traffic and situations.

PHYSICAL DEVELOPMENT

Provision in physical development is **excellent**.

Main strengths and weaknesses

- Children develop their stamina, strengths and skills very well in the exceptional arrangements for their continuous activity.

Commentary

41. Children are on course to meet the standards expected in their skills for handling small tools and tiny resources, because there are many different kinds of activities that help them. Nursery children can explore, make, build towers and manipulate tiny objects, all of which help them to achieve very well and quickly so. Large indoor equipment develops great stamina in the children. They can take measured risks, climb, swing, jump and scramble in a closely supervised and safe area. Outdoors, there are more opportunities for children to race about on scooters, bikes and tricycles, as well as plenty of other experiences that challenge their physical skills. Reception children share the same areas, resources and props but their level of self-challenge is greater and they show remarkable agility and confidence, as they travel over and under equipment. For children with special needs and less active ones, this is a haven of fun where they can explore without fear, and with confidence that an adult is close.

CREATIVE DEVELOPMENT

Provision in creative development is **excellent**.

Main strengths and weaknesses

- Children become inventive and imaginative in their play and love to paint.

Commentary

42. Both nursery and reception children paint, make patterns, sing and play with a purpose and imaginatively. This is because they have a huge variety of materials, props and beautiful clothes that reflect Asian culture in Britain. Around the rooms, there are many areas that invite them to play as a mum, dad, customer or whatever they invent. Teaching provides a refreshing stream of ideas for children in their heritage language, in English or in a combination so they can play with familiar ideas and try out unfamiliar roles. The youngest children and older ones play together sometimes and often prompt each other along as they act out a 'shopping trip' or 'dinner time'. So much so that both nursery and reception children with the capacity to achieve more do so. Most can play a 'customer' and a

'shopkeeper' role with ease, and one or two of them can slip into the role of a teacher, to great effect.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils' achievement is excellent in reading, including that of pupils for whom English is an additional language and pupils with special educational needs;
- Standards by the end of Year 2, particularly in reading, are good;
- Teaching is very good and teachers' use of assessment to plan future work is excellent;
- Leadership and management are excellent;
- Literacy is used very effectively in all subjects.

Commentary

43. In the national tests for 7-year-olds in 2004, pupils' performance in both reading and writing was broadly average, slightly down on previous years because of the make up of the group. In writing, more pupils attained the expected level than nationally but fewer reached the higher level. For this particular group of pupils, the results were better by about 10 per cent than those predicted for them on the basis of previous assessments, evidence of the success of the strategies the school used to help them. When compared to the results in schools with similar proportions of free school meals, the pupils' performance was well above average in both reading and writing. Trends over time are broadly in line with the national trend. The performance of boys and girls showed no significant differences. The school's analysis showed some difference in the results for Punjabi and Gujarati speakers and it has addressed the issue with some success.
44. When they start school in the nursery or reception, the English skills of most pupils are at a very low level, usually because English is not their first language. By the time they leave the school, their standards in English are overall above the national average. This represents excellent progress. Pupils in the present Year 2 are on track to reach above average standards in reading and speaking and listening, and average standards in writing. The strong emphasis on developing speaking and listening skills and the provision of many rich opportunities for pupils to speak in many different contexts and situations has had very positive results. Pupils build their confidence by talking to their partners in class about, say, their opinions of a character in a story, before reaching a stage where they are confident to report, for instance, the findings of the school council to the rest of the class. Systematic teaching of the basic skills of reading goes alongside many opportunities to practise those skills both in school and, for most, at home. Reading notebooks provide a rich opportunity for parents and carers to communicate with teachers about their children's reading and for the school to suggest approaches to help solve problems. The very good numbers of support staff enable pupils to have many reading encounters with an expert adult, individually or in small groups. This too benefits the quality of their reading and deepens their understanding of what they read. Standards of writing benefit from the very good balance between the systematic teaching of basic writing skills and the many opportunities for pupils to write independently for a variety of purposes and audiences.
45. Teaching in Years 1 and 2 builds on the excellent foundations and practices established in nursery and reception. Teachers plan very carefully on the basis of National Literacy Strategy structures. Because assessment procedures are so thorough and well developed, teachers are able to match the work very effectively to the needs of individual pupils. Consequently, activities vary from group to group and even from individual to individual.

This ensures that all pupils receive work that challenges them and more able pupils, for example, make the progress that they should. Learning benefits greatly from the very positive climate of praise and support generated by the teachers. Very positive relationships ensure that pupils participate confidently and with enjoyment. Pupils who are at an early stage of learning English benefit from the support of an excellent team of teachers and teaching assistants, with expertise in teaching English as an additional language, many of whom are bilingual with fluency in the pupils' mother tongues. This team are deployed very effectively in response to detailed assessments of pupils' individual needs. For example, when pupils return from extended visits, they are placed on the 'Better Reading Partners' scheme, overseen by a language teacher, to help them rapidly catch up the ground they have lost. There is also a writing club, 'better reading' sessions every morning with other targeted pupils and a parent-led community library. As well as their work with individuals and groups, these teachers and support assistants help in lessons with the whole class, targeting pupils who need their support to play a full part in the lesson. As a result of the high quality of teaching and the excellent support they receive, the overall achievement in English of pupils for whom English is an additional language is excellent.

46. The same excellent support and practice benefits pupils with special educational needs. The needs of these pupils, most of whom are also learning English as an additional language, are identified speedily and individual learning plans drawn up to meet them. They receive excellent individual support that ensures that they are fully included in the lessons and that their learning is as rich as it can be.
47. Because the excellent English co-ordinator has oversight of English and literacy, not only in Years 1 and 2 but also in the Foundation Stage, there is extremely productive liaison with the co-ordinator for the Foundation Stage. This ensures continuity of practice and common goals for the pupils. Similarly high quality partnerships exist with the co-ordinators for English as an additional language and the co-ordinator for special educational needs. Consequently, the management of the subject is of the highest quality and all pupils benefit. There have been very good improvements since the last inspection, with standards rising and provision and progress significantly better for pupils with special educational needs in particular.

Language and literacy across the curriculum

48. There are many rich opportunities for pupils to use their language and literacy skills in other subjects. For example, pupils write up their investigations in science in their own words and describe the process of making a Sainsbury's van in design and technology. They write about their experience of Ramadan and Eid in religious education and produce a diary of a person witnessing the Great Fire of London.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well;
- Pupils have very good attitudes and are eager to learn;
- The quality of teaching has improved and is consistently very good. Some features are excellent;
- Leadership and management are incisive and highly effective.

Commentary

49. Standards in mathematics are in line with the national expectations for pupils at the end of Year 2. These standards have been broadly maintained over the past four years. Although at the time of the previous inspection standards were judged to be above average, there is a significantly higher proportion of pupils who have additional learning needs in the current year group. The average standards which pupils reach, given their very low attainment levels when they start school, represent very good achievement. The school successfully overcomes the challenges of providing for pupils, all of whom learn English as an additional language and many of whom have special educational needs. Girls and boys achieve equally well and, when compared with similar schools, Pentland pupils perform better than most.
50. Pupils' very good progress and achievement can be accounted for by the consistently very good quality of teaching they receive. The level of teamwork between teachers and assistants is excellent. The input from support staff to pupils' learning is highly effective. Many are bilingual and therefore able to speak to pupils in their own language, as well as being highly skilled at helping pupils to learn. The quality of their work adds significantly to the overall teaching provision.
51. All teachers have very secure subject knowledge. They know how children learn and apply this very well to their planning for lessons and different groups of pupils. This ensures that there is enough challenge for all abilities to boost progress and achievement. A very good variety of teaching methods is used to cater for different learning styles and to provide the best learning opportunities for all pupils. Questioning skills, in particular, feature strongly in lessons, because teachers recognise the need to help pupils increase their language skills and express ideas precisely. Very good use of resources means that pupils can handle shapes, for example, or explore possibilities of number patterns by using an interactive whiteboard.
52. The levels of care and support provided for pupils who have specific learning needs are outstanding. All staff know pupils very well and are very sensitive to individual pupils requirements. Group support is very well focused and resources are modified to make learning easier.
53. Teachers have very high expectations of pupils in both work and behaviour. Relationships in classes are consistently very good. Teachers value the contributions which pupils make. Consequently, they gain in confidence and in their willingness to tackle work. Pupils learn good recording skills and work is neatly presented because it is expected of them.
54. Teachers use assessment very well to build upon what pupils already know. Targets are discussed with pupils, so all know what they need to do and are motivated to work hard. Whole school systems very effectively track pupils' progress through the school and help to ensure that pupils stay on track to achieve their expected levels.
55. Mathematics is led and managed very well by the subject leader. Incisive monitoring and evaluation of standards has helped to maintain levels of achievement. Action taken to eliminate potentially weak areas in the past has been swift and decisive. For example, recent focus on improving mathematical enquiry skills has not only benefited pupils' understanding and problem solving skills, but has contributed to the improved teaching quality seen.

Mathematics across the curriculum

56. Good opportunities for pupils to apply mathematics are planned. For example, measuring skills are tested in design and technology, whilst in science pupils collect data and use it to produce graphs. ICT is also used well to support learning in the subject. The school is increasing the focus in planning further use of mathematics in other subjects.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils have very good levels of knowledge and understanding and higher achievers know what to do when they need to figure things out;
- Pupils describe their scientific findings very well.

Commentary

57. Pupils achieve consistently very well. By the time they transfer to the junior school, they reach standards that are average when compared to those of most pupils nationally, thus maintaining the standards seen at the last inspection. This is a very good level of performance, when compared to schools of a similar nature, and is the result of very effective leadership and very well tailored learning experiences. Teaching gears learning activities to the needs of individual pupils and dismantles any potential barriers that they might encounter as they acquire English in addition to their heritage language. In addition, teachers set a high level of challenge and expect most pupils to grasp ideas. Most do, because they have more teaching from support staff and volunteers who bring a huge wealth of expertise in heritage languages and know how pupils learn best. These features forge an impressive partnership dedicated to ensuring that pupils become interested, eager learners, whatever difficulties or talents they might have. The quick pace of progress made by most pupils is sustained by the school's impressive checks. These pick up any dips in a pupil's work or attendance. With this information, additional science sessions are put into place to ensure that there is minimal loss to pupils' understanding of scientific ideas and vocabulary. The effect of these practices is that pupils learn to behave as budding scientists who enjoy finding out, and higher achievers write at length when testing out scientific ideas. The standard of work seen demonstrates that there are very few pupils who do not reach the level that most of this age generally reach, even though, when they started in the nursery, their attainment was generally low compared to most.
58. In the lesson observed in Year 2, in pupils' work and in a discussion with several of the pupils, there were some very good features that demonstrated their knowledge and understanding. For example, in Year 2 pupils begin to classify creatures into mammals, insects, amphibians and birds. They can describe how an electrical circuit works and what happens when the connection is broken. Pupils enthusiastically describe their investigations and record their findings very well. Learning is supported by plenty of attractive resources. Staff are alert to any misconceptions that pupils might have and they have plenty of hands-on work to help them to think for themselves. From the earliest stages, the pupils predict, observe, measure and graph their findings.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school is developing the use of ICT across the subjects;
- Leadership and management of the subject are good;
- Better use could be made of the resources in the ICT suite.

Commentary

59. By the end of Year 2, pupils reach the standards expected for their age. Overall, they achieve well, given their very limited experiences when they first start school.
60. Although no direct teaching of ICT skills was seen during the inspection, teachers plan good opportunities for pupils to use their ICT skills in different subjects. In science, for example, Year 1 and 2 pupils used a digital camera to record how well their seeds grew. Mathematics and science enquiry skills were linked well when the same pupils took repeated measurements of their growing plant and used the information to create a graph, showing how much the plant had grown over time. In another lesson, pupils used the computer to type their writing and did some editing to improve their work. Pupils use CD- ROM confidently to research facts about animals. They also learn directional language by controlling the movement of toys, such as 'roamer'. This learning helps them well when they draw and label simple route maps, showing their journey from home to school. Teachers use the recently installed interactive whiteboards satisfactorily in lessons, enabling a 'hands on' approach when pupils solve mathematical problems. In literacy, the text displayed on a large screen is helpful to pupils and they remain more focused on their learning. It is recognised, however, that further training is necessary in order to ensure the most effective use of the new resources.
61. The co-ordinator leads and manages the subject well. Good subject knowledge, combined with highly effective teamwork, means that colleagues are given good support when it is needed. The action plan clearly identifies the course which the school is to take and priorities are dealt with systematically. The school is well resourced and there are plans for further enhancement to allow better Internet links. During the inspection, however, the computers in the ICT suite were not used as well as they might have been, either to consolidate skills or promote more independent learning.

ICT across the curriculum

The school is making good progress in developing the use of ICT across a range of subjects.

HUMANITIES

62. It was not possible to observe any lessons in **religious education, history or geography** and there is insufficient evidence to judge overall provision.
63. It is clear from the evidence of pupils' written work, and in discussion with them, that standards in religious education are at expected levels by the end of Year 2. Achievement is good for all pupils, including those with English as an additional language and those who have special educational needs. There is a rich curriculum that very effectively complements that of the Mosques which the pupils attend, and shows much sensitivity to the values of the local Moslem community. Leadership and management of the subject are very good.
64. The school makes good use of the local area in geography to help pupils to compare the familiar features of the town they know with those of a different area. In the school's visit to Temple Newsam, the pupils used maps, photographs and the digital camera. Very well planned methods for teaching make use of the technology to re-visit the features of geography to extend learning when pupils are back in the classroom, and productively so. This helps to provide a robust understanding of vocabulary and key geographical ideas. Pupils' work is very well linked with their skills in literacy and numeracy. For example, pupils in Year 2 composed a glossary of people who work in the school. There are plenty of geographical props and resources that pupils can use in the shared areas for learning. They benefit a great deal from the thoughtful ways in which geographical ideas are planned to help pupils get plenty of skills and new knowledge out of the activities they undertake. The work of these pupils indicates that they have a good knowledge and understanding of simple map work and simple geographical features around them.

65. Discussion with pupils in Year 2 indicates that they are well aware of key historical figures and events in British history, such as the work of Florence Nightingale. Pupils have at least an expected understanding of the past, and higher achieving pupils have a growing sense of time that enables them to describe the differences between homes and people at the time of the Great Fire of London and the buildings of today, with a good amount of detail.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. Only one lesson was seen in **art and design** and **music**, and none in **design and technology**. No judgement on overall provision is possible in any of these subjects. No overall judgement can be made about the quality of provision in **physical education** because only games lessons were seen.
67. Evidence from scrutiny of pupils' work and the co-ordinator's file shows that standards in art and design are broadly at expected levels, with much of the work seen being of a good quality. More able pupils are challenged and produce good quality work. The work of pupils with special educational needs and with statements of special educational needs is valued and celebrated, so that these pupils also achieve well. Standards have been maintained since the last inspection. The quality of display is high and there is evidence of a good curriculum. The recently appointed co-ordinator has made a good start by mounting some striking displays of pupils' work.
68. Pupils' work in design and technology shows that standards are broadly in line with expectations, maintaining those seen at the last inspection. Pupils in Years 1 and 2 build well on the skills and confidence they gain in the Foundation Stage. They make finger and stick puppets and moving toys with simple mechanisms, such as levers or wheels and axels. They also explore food technology by designing their 'healthy meal'. Design skills are developed well and older pupils evaluate their finished models by writing about how they might be improved. The curriculum is very well planned and good links between subjects are evident, such as designing and building models of a Mosque to help with religious education learning. There is a very clear and developmental action plan, which is overseen by the co-ordinator, who also monitors planning and assessment. An innovative development is to plan 'thinking skills' into the design and technology curriculum. Productive design and technology links have been established with a local junior school.
69. Leadership of music has made good improvement since the last inspection. The school has taken great care to respect the views and requirements of the Muslim population in widening the scope of activities, to ensure a broad enough provision. The one lesson observed in Year 1 was a very good lesson in which pupils' voices were used in a follow-my-leader arrangement of voice patterns. Pupils sang with great enthusiasm, used untuned instruments to represent the sounds they had chosen and explored some simple musical elements in familiar melodies. They understood the simple musical vocabulary taught and some took on the role of conductor with composure. In this lesson, the pupils achieved well. The resources for the subject are good.
70. In physical education, pupils' achievement has improved significantly as a result of the wider scope of curriculum provision and generally good teaching. In Year 2, pupils' skills, control and stamina in the activities they undertake are typical of most pupils of a similar age, in games outdoors and floor-work seen in the hall. Activities for some of the pupils in Year 1 are fun but could build more robustly on the impressive physical development in reception and nursery, to develop better stamina and skills than they do now. Teaching and pupils' achievement in lessons were good in two of the three lessons seen. Pupils' achieve much better and slightly more consistently than at the last inspection. Leadership has focused effectively on developing those areas of physical education identified at the last inspection as needing improvement. This has worked well in the main by improving the quality of teaching and resources, and by introducing a wider range of physical activities in to the

curriculum programme. This includes some good opportunities for sport and clubs, such as 'Energise', and visits by coaches from the local rugby team, in addition to lessons. The management of improvements has been considerate and reflects the wishes of the local Muslim community.

71. Pupils are enthusiastic about the subject when there is a buzz to the teaching. They listen very carefully and behave very well. In Year 2, they are aware of how to move in different ways, what happens to their heart during exercise and the importance attached to vigorous activity. When they are given opportunities to modify or refine their skills, they do this well. Pupils with special educational needs have exemplary arrangements in place that make activities fun and purposeful, so they achieve as well as their classmates. Currently planning does not require pupils to aim for enough precision, control and accuracy in their catching and throwing, even though they enjoy their team games and play very well.
72. Lessons are very well supported by teaching about the benefits to health of physical activity and hygiene in other subjects, such as food technology, science and personal development. The pupils know that hygiene is paramount, that they should manage themselves with respect and that their contributions in physical education lessons are much valued in demonstration. They are well able to identify the more skilful work of some classmates and do so generously.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

Provision for personal, social and health education and citizenship (PSHCE) is **very good**.

Main strengths and weaknesses

- PSHCE is given high priority and is very well organised;
- Provision for PSHE in the Foundation Stage is excellent;
- Work towards the 'Healthy Schools' award is having a very good effect on pupils' awareness of what makes a healthy lifestyle;
- 'Circle Time' and the school council are well established;
- Visits, visitors and learning outside the school day strongly promote pupils' personal development.

Commentary

73. The school has made provision for pupils' PSHCE a strong focus and, as a result, pupils make very good progress. The provision in the Foundation Stage is excellent, which gives a strong base to work from. 'Circle Time' is used for discussions, and this and the school council are well established and give pupils opportunities to express their ideas and opinions. The excellent relationships between pupils and staff, together with staff questioning skills, help the children gain confidence in expressing their ideas more articulately. Assemblies are very well used as a vehicle for delivering important messages and to raise self-esteem. The importance of working together to achieve their aims was the well received subject of one assembly observed. Later work on 'Our wonderful world' showed that pupils were making logical links to the assembly topic.
74. The school is working towards achieving the Kirklees Healthy Schools award. The 'fruit and veg.' scheme has also been introduced and is clearly helping the children acquire long-term healthy eating habits. 'Energise', the after school activities club, has been well attended and is eagerly anticipated by the children. Visits and visitors enrich the provision and provide more first hand experiences, as well as broadening pupils' views of the wider community.

75. Very good training opportunities and availability of expertise has helped the co-ordinator to gain a very good oversight of the provision for PSHCE. She has also developed very detailed assessment of each aspect of learning and, along with the early years profile, a pupil record sheet is put together to track each child's personal development through the school. This helps to ensure that no stone is left unturned to promote the best possible personal development for every child.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	4
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	1
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

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