

# INSPECTION REPORT

## **LAPAGE PRIMARY SCHOOL AND NURSERY**

Bradford

LEA area: Bradford Metropolitan District

Unique reference number: 107211

Acting Headteacher: Mrs J Jagger

Reporting inspector: R S Moseley  
16886

Dates of inspection: 4-7 June 2001

Inspection number: 188966

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary and Nursery
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Barkerend Road Bradford West Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J K Andrew
Date of previous inspection:	Not applicable. New School September 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16886	R Moseley	Registered inspector	Science Equal Opportunities	What sort of school is it? The school's results and pupils achievements How well is the school led and managed?
9952	L. Brock	Lay Inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21060	G. Brown	Team Inspector	History Religious Education	How well are pupils taught?
2200	J. Stirrup	Team Inspector	English Physical Education	How good are the curricular and other opportunities offered to pupils?
18059	R. Harrison	Team Inspector	Art and Design	
8839	M. Egerton	Team inspector	Design and Technology	
22452	F. Farman	Team Inspector	Mathematics Music The Foundation Stage	
17763	J. Foster	Team Inspector	Information and communication technology Geography English as an additional language Special Educational Needs	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Lapage Primary school is bigger than most primary schools with 583 pupils. There are 285 boys and 219 girls. There are 79 part-time children in the nursery. There are 556 pupils with English as an additional language and a significant proportion speak little or no English on entry to the nursery. An above average number of pupils, 45 per cent, are entitled to free school meals. The number of pupils on the school's register of special educational needs is 161, which is above average. There are nine pupils with statements of special educational needs, which is average. Attainment on entry to the nursery is well below average. Children make satisfactory progress but are still well below average by the time they enter the reception class. This is a new school and although it opened in September 1999 it did not have any Year 6 pupils as it was undergoing reorganisation from a First school. It became a full primary school in September 2000. At present the school has an acting headteacher.

### **HOW GOOD THE SCHOOL IS**

This is a rapidly improving school with a number of strengths. A majority of the teaching is good, pupils have developed positive attitudes to their work and the school cares for its pupils well. Although pupils are beginning to make good progress in English, mathematics and science, standards in these subjects are still below the national expectation and some pupils are not achieving as well as they should. One reason for this is that a small number of pupils have some difficulty in fully understanding English. The support for these pupils is satisfactory but more needs to be done to further develop their English skills. The acting headteacher has brought very good leadership to the school in a very short time and given the school a clear educational direction. Many improvements have not yet had time to be fully effective. The school is at present giving satisfactory value for money.

#### **What the school does well**

- It is beginning to provide a successful climate for learning and pupils are developing a good attitude to their work. This has resulted in good progress in English, mathematics and science.
- A majority of the teaching is good or better, the rest is mainly satisfactory and this is helping pupils to learn effectively.
- The arrangements for ensuring pupils' welfare, including those with special educational needs, is good. Provision for social and moral development is very good. Relationships in the school and behaviour in the classroom is mainly good.
- The school's partnership with its parents is developing well. The school's links with its parents and the quality of information provided for them is good.
- The acting headteacher, with the support of the deputy and assistant headteachers, provides very good leadership and a clear educational direction for the school.

#### **What could be improved**

- The levels of speaking skills throughout the school.
- Standards in English, mathematics, science and information and communication technology.
- The provision for the youngest children in the Foundation Stage.
- The leadership role of subject coordinators.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED**

This is the first time the school has been inspected since it opened as a primary school in September 1999. However, there have been a number of new and successful initiatives. For example, with the help of the local education authority, an extensive programme has been introduced for improving behaviour. This has been successful, as behaviour in the classrooms is mainly good. There is a developing sense of pride in the school and pupils are bringing positive attitudes to their learning. A plan to improve the quality of teaching and learning by observing and evaluating lessons has been started and a majority of the teaching is now good or better. Links with parents have been improved

with more parents visiting and supporting the school. The school is well placed to maintain these and other improvements and has a good capacity to make further improvements.

## STANDARDS

The table shows the standards achieved by seven year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			Similar schools	
	1998	1999	2000	2000	
Reading	N/A	N/A	E	E	Well above average A above average B
Writing	N/A	N/A	E*	E	Average below average C D
Mathematics	N/A	N/A	E	C	well below average E Very low E*

(N/A – not available – new school September 1999)

Teacher assessments in science for seven year olds in 2000 indicates that standards were well below average. Many of the new initiatives introduced in the school to raise standards were not in place long enough to greatly affect the Key Stage 1 National Curriculum test results in 2000. There were no 11 year olds in the school to take the tests last year. When the Key Stage 1 results are compared to similar schools, they show well below average attainment for reading and writing and average attainment for mathematics. Similar schools in this calculation refer to the number of pupils entitled to free school meals but they do not include a reference to the high number of children with English as an additional language. The inspection findings indicate that for this year's pupils in Year 2, standards have risen in reading, writing, mathematics and science and standards are now just below the national expectation for their age. These improvements are due to a strengthening in the quality of the teaching and the introduction of the national strategies for literacy and numeracy. For this year's pupils, in Year 6, standards in English, mathematics and science are below the national expectation. This is the first year that the school has taught this age group so their standards cannot be compared to previous years. However, work in their books indicates that these pupils in English, mathematics and science have made good progress, especially in the last year. Standards in speaking are low for a significant minority of pupils, especially at Key Stage 1. Attainment in literacy is below average for pupils age 11 but average in number work. Attainment in information and communication technology and geography is below the national expectation for pupils age 11. Attainment in religious education is in line with the requirements of the locally agreed syllabus. Attainment is satisfactory in all other subjects where a judgement could be made.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils want to learn. They are responsive and show positive attitudes in almost all they do.
Behaviour, in and out of classrooms	The behaviour of most pupils in lessons is good. On a few occasions, there is some poor behaviour when moving out into the playground.
Personal development and relationships	Relationships at all levels are good and contribute well to pupils' personal development and their self-esteem.
Attendance	Although the school has made strenuous efforts to improve attendance, it is still below the national average.

Pupils are beginning to develop a pride in their school. Most pupils, including those with special educational needs and those with English as an additional language, show a good level of confidence by the time they leave the school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Throughout the school, 55 per cent of the teaching is good or better and eight per cent is very good. Three per cent of the teaching is unsatisfactory. The rest is satisfactory. Where the teaching is more effective, there is a good level of expectation of pupils' work and behaviour. Also, the teaching methods and ideas used motivate pupils well. Teachers show that they know their pupils well and the work set is well targeted to their individual needs. These strengths encourage pupils' intellectual, physical and creative effort, ensure lessons are productive and that pupils retain interest to the end of the lesson. Where the teaching is less effective, teachers have not always ensured that pupils with weaker English skills have fully understood their work before proceeding to the next part of the lesson. In these lessons, progress and learning is slower and some pupils lose interest and motivation. The teaching support for pupils with special educational needs is good. There is good attention to providing tasks that meet the pupils' special requirements. Throughout the school, the teaching of literacy and numeracy is developing well, although more specific support is needed for those pupils who have lower English skills, especially in relation to speaking and understanding English. A few teachers lack confidence in the use of information and communication technology, and the use of computers to support learning across most subjects is underdeveloped.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory curriculum but the provision for the younger children in the nursery is underdeveloped, as there are not enough good quality and stimulating books. Personal, social and health education enhances the curriculum well.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good.
Provision for pupils with English as an additional language	Effective support is offered within many classrooms where there are high numbers of pupils who are at the early stages of language acquisition. However, in some classes, these pupils are not challenged appropriately, as there is less emphasis on the development of language and in ensuring pupils have fully understood all instructions.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for moral and social development is very good and that for cultural development is good. The provision for spiritual development is satisfactory. Many teachers work hard to improve pupils' self-esteem and develop their confidence.
How well the school cares for its pupils	Overall, the school has good arrangements for caring for its pupils. However, the arrangements for assessing pupils' academic progress and using these records to plan appropriate work and set individual targets is underdeveloped.

The procedures for child protection are very good. The school has worked hard over the last two years to raise the profile of the school with parents and the local community. The quality of information provided for parents is good; parents are invited into the school at all times and are warmly welcomed. Parents now view the school as good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the acting headteacher are very good. She is ably supported by the deputy and assistant headteachers. Some subject leaders are developing their roles well.
How well the governors fulfil their responsibilities	Most of the governors are new to their positions but are beginning to develop their roles well. The chair of the governing body has been particularly effective in developing the conditions that have given rise to the many improvements in the school.
The school's evaluation of its performance	The headteacher and governors are fully aware of the school's performance and this has enabled them to identify priorities well.
The strategic use of resources	Good. Money available to the school has been spent wisely.

The headteacher, with the support of the chair of governors has been very successful in identifying the school's priorities since the opening of the primary school. For example, since she became the acting headteacher, she quickly identified the need to improve the pupils' behaviour, improve attendance, raise attainment in English and mathematics and improve the relationship with parents. In all these areas she has been successful, although attendance has fallen slightly during the past year, despite major efforts to improve it. The priorities identified for the future are appropriate. Resources are satisfactory overall. Accommodation is good in the upper school and the infant building which is poor, will be closed. The school spends its money wisely and applies the principals of getting best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like the school.</li> <li>• Their children are making good progress.</li> <li>• The teaching is good.</li> <li>• They can approach the staff with any problems.</li> <li>• Their children are expected to work hard and do their best.</li> <li>• The school is well managed.</li> <li>• The school helps their children to become more mature and responsible.</li> <li>• Behaviour is good in the school.</li> <li>• Their children get the right amount of work to do at home.</li> <li>• The school works closely with parents.</li> <li>• The school provides an interesting range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant minority of parents felt that their children do not get the right amount of work to do at home.</li> <li>• A very small number of parents felt that the school does not provide an interesting range of activities outside lessons.</li> <li>• A very small number of parents felt that they were not well informed about how their child was getting on.</li> </ul>

All views expressed by the parents were brought to the attention of the headteacher. Inspectors support the parents' very positive views. They also judged that the information given to parents about how their child was getting on was good. They judged that the amount of homework was broadly satisfactory. Extra-curricular activities are satisfactory but visits out of school are limited.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

- 1 In the National Curriculum tests at Key Stage 1 in 2000, pupils' attainment in reading and mathematics was well below average and in writing was very low. When these results are compared to similar schools, the results are slightly better in writing and in mathematics. In writing, they are well below average and in mathematics they are average. It must be remembered, however, that the comparison to similar schools is based on the numbers of pupils who have free school meals. It does not take into account the numbers of pupils who may have English as an additional language. As this school was a new primary school from September 1999, these National Curriculum tests were the first ones. In addition, although the school was referred to as a primary school, it did not have Year 6 pupils in 2000 and therefore no test results for Key Stage 2. It is not possible to evaluate trends in attainment.
- 2 For this year's pupils in Year 2, there has been good progress in mathematics and reading and very good progress in writing. This is mainly because of the support given to the teaching and the introduction of the strategies of literacy and numeracy. However, attainment is still below the national expectation in all three areas and pupils are not achieving as they should. Standards have also risen in science from well below average to just below average. These results indicate good achievement considering that pupils enter the nursery with attainment well below average. In addition, many pupils with English as an additional language have difficulties with understanding spoken English. Also, many of the improvements, like the late introduction of the literacy strategy and the improvements in the quality of the teaching, have only been in place a relatively short time.
- 3 For this year's pupils in Year 6, attainment is below the national expectation in English, mathematics and science. Although these results cannot be compared to last year's Year 6, nevertheless, work in their books indicate that there has been some progress over the last year, although a significant minority of pupils are not achieving as they should. The school set appropriate targets for its Year 2 pupils and all these have been achieved. It has also set its first targets for Year 6 pupils.
- 4 Many pupils at both key stages have poor speaking skills in English and it takes time for these pupils to move beyond single words or short phrase responses. A significant number of pupils lack confidence and ability to speak in clear extended sentences and pupils' oral skills remain below average at age 11. Because of this, a number of pupils experience difficulties in organising their thoughts and ideas in a logical and structured manner. Pupils have a limited knowledge of books when they enter the school. They slowly develop their reading skills but many still lack expression in their reading and they often have a limited understanding of what they are actually reading. Although pupils continue to make progress in reading, this is variable. Some teachers provide very suitable reading material, well matched to pupils' ability and interest. When this is the case, progress is more rapid. However, appropriate books are not always provided and this slows progress considerable. In writing, although most pupils become independent writers by the time they are seven, the quality of written work, including handwriting and presentation, is very variable. By age 11, a significant minority of pupils find it difficult to write in any real detail or length, although a few pupils do this well. A large majority of pupils are still writing in pencil and in single or capital letters. Only a few teachers provide opportunities for re-drafting their work, so opportunities are lost for pupils to improve on their initial efforts. Standards in literacy are below average at the end of both key stages.
- 5 In mathematics, although standards are below the national expectation, nevertheless, they are better in the number element of mathematics for seven and 11 year olds. For example, pupils in Year 2 count sets of objects reliably and mentally add up and subtract up to ten. Some pupils can work with number up to 1000 and add or subtract mentally up to twenty and beyond; by Year 6 they multiply and divide numbers by 100 and some work with decimals up to 1000. Standards are not high enough in the investigative element of mathematics. One reason for

this is because a significant minority of pupils do not have the reading skills in English to fully understand the question and follow instructions. By Year 6, pupils' attainment in handling data and the use of computers to support this area is underdeveloped. Standards in numeracy are broadly average.

- 6 In science, although standards are below national expectations at the end of both key stages, this does represent good progress at Key Stage 1 where a comparison is possible with the previous year's standards. However, achievement is not as high as it should be and pupils have a limited understanding of materials and their properties and physical properties. They have a better understanding of life processes and living things. For example, pupils in Years 1 and 2 successfully grow and observe plants from seed to maturity. Standards, at the end of Key Stage 1, are in line with those expected for their age in scientific enquiry. They are able to investigate the need for water when sowing seeds and to discover whether the seeds would germinate better in darkness or in light. In Year 6, pupils have covered a wide area in their study of science but a significant minority is underachieving because they have limited understanding of the work they are doing. This is mainly because they have weaker English skills. Teachers' planning is also very variable in quality, as the good scheme of work has only recently been introduced. This limits progress for some pupils. Also, there are no assessment procedures in science and this means that it is difficult to be certain that the work set is suitable for the wide range of abilities in the class.
- 7 In information and communication technology, standards at the end of both key stages are below the national expectation overall, although it is an improving aspect of the school's work and the computer suites have only been in place for a very short time. At Key Stage 1, the pupils are able to create a picture on the screen, using the appropriate software and mouse. They change the colour also according to their choice. By age 11, although pupils' skills are below what is expected for their age, there is evidence that they are gaining in confidence and using the keyboard well. They know how to log on and some use a wide range of toolbar functions. They use graphics when designing cards and road-safety posters.
- 8 In religious education, standards are broadly in line with the requirements of the locally agreed syllabus at the end of both key stages. For example, by age seven, pupils have a satisfactory knowledge and understanding of topics, such as sacred books and religious festivals. They show increasing awareness of important religious figures, such as Mohammed (PBUH) and Joseph. By age 11, pupils have a growing understanding of world religions. Many pupils are of the Muslim Faith and show particular interest in the study of Islam. Most discuss the similarities and differences between Faiths and with increasing confidence understand that religious belief is significant to peoples' lives.
- 9 Within the remaining subjects, where judgement could be made, attainment is below the national expectation in geography at the end of both key stages but it is in line with the national expectation in design and technology, music and in physical education. Attainment in swimming is unsatisfactory. No judgement could be made in art and design and in history.
- 10 Throughout the school, pupils with special educational needs make good progress in meeting their targets in English language acquisition, mathematical skills, improved behaviour and social and personal development. The carefully planned lessons where work is suitably matched to their prior learning and needs and the support provided by classroom assistants, both in the class and when they are withdrawn for additional help, all contribute to this.
- 11 Throughout the school, there are no significant differences in standards of achievement between pupils of different ethnic groups. The inspection evidence indicates there is variation in standards of achievement between subjects. In subjects less reliant upon written recording, such as design and technology, music, physical education and religious education, pupils attain average standards of attainment. The lessons where work is suitably matched to their prior learning and the support provided by classroom assistants, all contribute to this.

## **Pupils' attitudes, values and personal development**

- 12 The attitudes and behaviour of pupils is good overall. There is a happy atmosphere in the school and this has a positive effect on pupils' attitudes to school life and to their learning. A priority of the acting headteacher and the governing body two years ago was to improve the attitudes and behaviour of pupils and in this, parents and other adults who work around the school feel they have been successful. Most parents agree that the school is helping their children to become mature.
- 13 Children in the nursery and reception classes have positive attitudes to learning and are interested in their work. They learn to concentrate for increasing lengths of time. Children in the reception classes relate well to each other and to adults and their behaviour is sound. As they move from the nursery to the reception classes children increase their enthusiasm for learning. The necessary behaviour arrangements have restricted independent learning at times. Most children respect each other's work and are sensitive to other people's feelings.
- 14 Most pupils are enthusiastic about their learning. They work hard and show good levels of personal motivation to improve their work. This makes a significant contribution to their success and to the progress they make. For example, in a Year 2 literacy lesson on riddles and their meaning, pupils enjoyed composing their own riddles and proudly presented them to other pupils at the end of the lesson. As a result, they made good progress in the learning.
- 15 Pupils' behaviour is good and is fostered through the school's consistent expectations and its emphasis on positive praise. In lessons, most pupils behave well, although there are some examples of pupils attempting to distract others, particularly when lessons lack pace and challenge. The behaviour of pupils was good in a Year 3 design and technology lesson, and they evaluated stability in a range of photograph frames as well. This ensured that the learning was good and that good progress was made. Ideas of right and wrong are established very early for children in the foundation years. They have a clear understanding of what is acceptable behaviour and most comply with the standards set. Whilst the behaviour policy is being successfully implemented in class, there are a number of pupils who demonstrate inappropriate behaviour when moving around the school, particularly those pupils at Key Stage 2. This disrupts the calm, orderly atmosphere which younger pupils appreciate. In the year prior to the inspection, there have been 18 fixed period exclusions and one permanent exclusion involving seven pupils in total. This is high, but reflects the school's determination not to let the behaviour of a few affect the learning of many.
- 16 Pupils are making sound progress in their personal development and relationships in the school are good. Pupils and staff all work together in a caring atmosphere and this raises the quality of pupils' learning and the life of the school. Pupils respond well to opportunities to take responsibility for duties around the school and readily volunteer for these. A renewed focus on such opportunities is a feature of the personal, social and health education programme. Pupils have shown by their attitudes and behaviour that they are now capable of accepting more responsibility for their own learning in class. During a discussion with Year 2 pupils, they confirmed that relationships in the school are good and most pupils are enthusiastic about school life. Year 6 pupils said that they felt well prepared for the transfer to high school but would be sad to be leaving their primary school.
- 17 Attendance at the school is unsatisfactory when compared to the national average. Holidays taken in term time, particularly those that extend beyond the time allowed by the local education authority, account for a considerable amount of the absence which is unauthorised. Unauthorised absence is well above the national average. There has been an improvement over the last two years and 41 per cent of pupils now attend regularly.
- 18 Pupils with emotional or behavioural problems are well supported with individual behaviour plans and staff use positive strategies which work well. The targets, rewards, interventions and sanctions used for these pupils are based on the schools' behaviour policy. Everything is done to improve self-esteem and avoid highlighting the disabilities of any pupils.
- 19 Pupils who are at an early stage of English language acquisition are fully integrated into the school community. They are eager to participate in a full range of activities. Good progress is

observed in their skills of cooperation, tolerance and social inclusion amongst this multi-ethnic community in school.

## HOW WELL ARE PUPILS TAUGHT?

- 20 The quality of teaching is good overall. It is satisfactory in the foundation stage and good at both Key Stage 1 and Key Stage 2. As a result, pupils gain new skills and knowledge and achieve well set against their previous learning. Teaching was satisfactory or better in all but three per cent of lessons and in 55 per cent of lessons it was good or better and eight per cent was very good. Some very good teaching occurs across both key stages. Although no excellent teaching was observed, there are some notable teaching strengths throughout the school, leading to pupils making mainly good progress. During the inspection, several supply teachers were in charge of classes. The school has sometimes found it difficult to maintain a settled staff for sustained periods.
- 21 The quality of teaching for the children in the Foundation Stage of learning is satisfactory overall. There are some weaknesses in the nursery where there is often not enough planned speaking sessions with children. This does not help children develop their abilities to speak clearly and interact confidently with each other and adults. Teaching in the reception classes is better. Teaching in five out of the nine lessons is good and promotes good quality learning. It is satisfactory in three out of nine lessons. The quality of teaching influences the level of progress in learning that children make in their early years at school. The teachers, nursery nurses and members of the support staff work closely together to promote learning. Most have a clear understanding of the needs of young children. They plan interesting and challenging tasks to consolidate and develop children's knowledge and understanding. Not all members of staff use precise diction and carefully chosen language to develop children's speaking skills in English. This restricts progress for children who have English as an additional language. Staff usually provide a suitable balance between the direct teaching of specific skills, such as how to use pencils and scissors, and the promotion of independent learning.
- 22 Teaching at both key stages is mainly good, particularly at Key Stage 1, although the highest percentage of very good teaching occurs at Key Stage 2. Many teachers plan their lessons well although this is not always to a consistent pattern, particularly in subjects other than English and mathematics. This makes monitoring and evaluating by the headteacher more difficult. The expected outcomes of lessons are generally well recorded but the aims of individual sessions are not always shared with the pupils. This means that the pupils' own knowledge of their learning is satisfactory but could be improved.
- 23 Teachers have a satisfactory knowledge and understanding of most subjects within the curriculum. Many of them bring their own expertise to subjects such as music, science or religious education as well as to English and mathematics. The teaching of literacy and numeracy is a good strength of the school, although many staff find it challenging to ensure that so many pupils with English as an additional language are supported in the most effective ways. There is a need, for example, to create even more opportunities for pupils to improve their speaking and listening skills. Despite this, the teaching and learning of basic skills is good overall and teachers do well in preparing different levels of work for pupils whose needs vary considerably. A number of teachers have a weaker knowledge and understanding of information and communication technology. The school has recognised this weakness and has embarked on a period of training.
- 24 Where teaching is good or better, it is often because the teacher has clear expectations about what the pupils will achieve, including how they must behave. This was seen in many lessons and often led to a positive attitude to learning from the pupils, which in turn led to good progress. In a particularly good mathematics lesson in Year 2, the teacher's instructions were clear, the work set was challenging, leading to good progress for all abilities. In many such lessons, the management of the pupils and the organisation of their work are of a high order, leading to good achievement over a short period of time. Where these qualities are less evident, progress is less marked and the pace of learning drops. In the most effective lessons, teachers show that they know their pupils particularly well and the work set is well targeted to their individual needs. In a few isolated cases, teachers do not apply the agreed behaviour policy consistently and time is lost maintaining pupils' attention and enthusiasm.

- 25 The school has several support staff who work with a wide range of pupils, including some with special educational needs. Such staff are integrated well into lesson planning and provision and are an effective aid in pupils' learning. Although some subjects are not well resourced, teachers use what they have very well and many lessons, such as those in science and music, are made very enjoyable because of the 'hands on' experiences given to the pupils.
- 26 Some areas for further teaching improvement have been correctly identified by the school. Most staff use question and answer sessions with their pupils well, however, there is a tendency to give insufficient time for pupils to reflect on their learning. Although many pupils may answer a question correctly and promptly, it is clear that they do not always answer with understanding. Where this is the case, the teaching tends to move on too rapidly and pupils lose the thread of what the teacher is telling them. A further area for improvement is ensuring that pupils are not over-directed. In several lessons, pupils have too few opportunities to think for themselves and to make decisions about their own learning. In some instances, this may be merely denying pupils a lack of opportunity to choose their own resources, but in others, it may be the absence of older pupils in particular to find out more information for themselves. The marking of pupils' work is satisfactory overall, although some teachers do not use the results of prior assessments to decide the next stage of teaching and learning. Homework, although not set consistently, is used satisfactorily to reinforce and extend pupils' learning.
- 27 Some examples of good teaching occur in several areas of the curriculum including literacy, numeracy, science, music, religious education and physical education. The teaching of information and communication technology has improved but could be strengthened in several ways including wider application of the subject in support of other curriculum areas.
- 28 Teachers plan effectively for pupils who have special educational needs. The combination of this good planning by the teacher and the support given by the classroom assistants in class or when withdrawn for additional support means these pupils make good progress and occasionally good progress against the targets in their individual education plans. In literacy and numeracy lessons, special educational needs pupils within designated classes receive some additional help from support assistants. Staff work hard to match work to the attainment levels of the pupils, however, this is not consistent through the school and there are examples of pupils being given inappropriate work, often the same work as the rest of the class, which is too difficult for them to complete.
- 29 Effective support is offered within classrooms where there are high numbers of pupils who are at the early stages of learning to speak English. There are few occasions when English as an additional language pupils are withdrawn from the classroom, however, this depends upon the needs of the pupils. In some classes, teaching is appropriately challenging and usually well focused upon language and subject, within the context of the National Curriculum. This is not always the case in other classes in the school, where teachers do not make good use of subject specific language in all areas of the curriculum or ensure understanding has occurred. There is evidence of staff providing good models of spoken and written English; however, this is inconsistent throughout the school.
- 30 There is effective collaboration between staff. Support staff are involved in planning and are clear as to the learning objectives for the pupils in their groups. Shared class work is successfully supported, the more advanced speakers showing confidence and those pupils at an early stage of English language acquisition, being supported by translation, which is undertaken spontaneously and simultaneously by support staff.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

- 31 The school provides a broad, balanced and relevant curriculum, which meets all statutory requirements and reflects the aims and objectives of the school. The curriculum provided for pupils in the Foundation Stage is satisfactory and provides all pupils with the opportunity to work towards their Early Learning Goals. The planning and staff training for literacy and numeracy has ensured the effective implementation of these strategies, despite being introduced one year

later than other schools. The literacy and numeracy strategies are implemented in a satisfactory manner. The school has recently introduced a policy and scheme of work for personal, social, health and citizenship education. This is taught to all pupils for one period a week. There are policies for sex and drugs education. The local police liaison officer and health visitor are involved in teaching these aspects of the curriculum.

- 32 All subjects have a coordinator for each key stage. There are policies for all subjects. Documentation from the Qualifications and Curriculum Authority forms the basis of schemes of work for science and many other subjects. These offer satisfactory guidance for the development of pupils' knowledge, skills and understanding. However, many of these schemes are still new and some teachers' planning does not yet match them. There are few opportunities for curriculum coordinators to monitor their own subjects.
- 33 The school provides a satisfactory range of extra-curricular activities, including a gymnastics club, a music group, Urdu and Punjabi clubs and a popular school magazine group. There are regular visits from different faith groups, the local police and health visitors. The school has also hosted a number of actors in role to support their work on the Vikings and Tudors. Coaching support is provided by the Bradford football and rugby clubs and the Yorkshire Cricket Club. There are also occasional visits to the theatre and local places of worship, which provide pupils with a varied and extended curriculum. The use of the community in the curriculum is satisfactory overall. Links with partner institutions are being developed particularly now there are Year 6 pupils in school.
- 34 Provision for the spiritual, moral, social and cultural development of the pupils is good overall. The good provision is reflected in the caring, supportive ethos which permeates every aspect of the life of the school. It has a very positive impact on the relationships within the school.
- 35 Provision for spiritual development is satisfactory. A strength is the way in which staff value the pupils' ideas and listen with care to their comments. This raises the self-esteem of pupils and makes them feel confident to make a contribution to lessons. Assemblies are well planned and take into account the cultural diversity of the school by offering a range of assemblies to accommodate the different faiths. More opportunities need to be provided for pupils to reflect on stories and poems they have read and events that have taken place in order to gain a more personal understanding of both spiritual and personal issues.
- 36 The provision for moral development is very good. The school is a very caring community with clear values. These are clearly reflected in its ethos and working practices. Staff provide a very good role models and encourage pupils to understand right from wrong in relation to behaviour throughout the school. Pupils have a good understanding of school and class rules and abide by them. The culture of the school is one where good behaviour is positively reinforced and all pupils appreciate this.
- 37 The very good social development is promoted by the many and varied opportunities provided by the school. Pupils' good social skills are very evident on occasions such as lunchtimes, playtimes and during assemblies. Throughout the school, pupils are given appropriate responsibilities. Older pupils prepare the hall for assemblies, help to look after younger pupils and all pupils help in the organisation of their rooms. There is a very good community spirit where the majority of pupils relate well to each other both in the classrooms and general areas of the school. Teachers work hard to promote an atmosphere of mutual trust and respect. Pupils are polite and friendly to visiting adults.
- 38 The provision for pupils' cultural development is good. Through visitors into the school and projects initiated within the learning programme pupils gain an insight into the arts and music of other countries. Visiting musicians introduce them to a wide range of music ranging from music from other cultures to popular music. Viking and Tudor visitors bring to life aspects of history whilst the local police and health visitors bring closer contact with the immediate locality. The school has hosted a Japanese classroom assistant over this last year. The school makes good use of assemblies to effectively link other faiths and their important festivals. The school is now in a position to begin to make more use of visits to places of interest in order to broaden the pupils' perspective of life.

- 39 The school provides good provision for pupils with special educational needs. Pupils have equal access to the curriculum by means of good quality Individual Education Plans, with clear, specific and achievable targets. Although the plans are reviewed regularly to ensure that they remain appropriate, a greater focus is needed on assessing more accurately the progress the pupils are making and using all the assessment data that is available. Pupils in designated classes generally receive good support by classroom assistants within the classroom and through withdrawal.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 40 Parents appreciate the care given to their children by all adults who work in school. They feel that the acting headteacher and staff are approachable and are sensitive to concerns about their children's progress or the need for additional support. They are pleased with the way the school rewards positive attitudes. There are satisfactory procedures in place for eliminating bullying, but these are not yet supported by an anti-bullying policy.
- 41 Staff, including the home/school liaison teacher and officer and the learning mentors have a good awareness of pupils who may be experiencing difficulties or whose welfare is giving cause for concern. Child protection procedures are very good and all staff, including lunchtime supervisors have received suitable guidance and training in the correct way to report concerns. Parents are not yet informed of the procedures in the prospectus. There are very good systems in place for monitoring pupils' attendance and following up any absences. The school is very aware of the effect that extended holidays abroad is having on overall figures for attendance, which can affect the progress and achievement of pupils and does its best to encourage parents to avoid this. There is good support from the educational welfare service and the local education authority's 'Improving attendance and behaviour' team.
- 42 The school has good procedures for promoting good behaviour and for dealing with unsatisfactory behaviour. Staff have clear expectations of pupils' behaviour and are consistent in their approach to any lapses. Pupils are clear that the acting headteacher and staff will deal very quickly with any worries that they may have about unkind behaviour or bullying. Pupils value the range of rewards on offer for effort, behaviour and attendance and look forward to the Friday activity session for those pupils who show an improvement. The range of sanctions is appropriate and reflects the school's efforts to stamp out inappropriate behaviour. Registration periods are efficient and provide an orderly start to the day. The late arrival of some pupils is not allowed to disrupt the learning of others.
- 43 The school meets the statutory requirements for providing a safe place for pupils and adults to work in. The caretaker and staff keep the school clean and pupils confirm that they feel safe and secure, even in the dilapidated, vandalised conditions of the building on the Moorfield site. The school has clear health and safety procedures supported by a policy. Actual or potential hazards are reported and dealt with quickly. Risk assessments have been undertaken both internally and by external agents. Medical needs of pupils are planned for, with three fully qualified first aiders on duty at all times. The school is developing its personal, social and health education programme to include aspects of citizenship.
- 44 The school is in the very early stages of development in its assessment procedures, with a new assessment policy being introduced in May of this year. The two assessment coordinators have recently introduced a satisfactory range of assessment procedures for both Key Stages 1 and 2. The main focal points of these practices is the active marking policy, with significant pieces of work in both the core and foundation subjects being marked and levelled with agreed targets. Group targets are also provided for literacy, numeracy and oracy. Teachers are beginning to review and assess their own planning, as to which learning objectives have been achieved. However, all these assessment procedures are very new and full records have not yet been built up. Some teachers are beginning to use some of these records to plan their future lesson but this is not consistent throughout the school. Many subject coordinators have still to evaluate the quality of assessment and monitor its use in subjects. Most pupils do not have individual

targets, except pupils with special educational needs. This makes it more difficult to produce appropriate work to meet the needs of the wide range of pupils in each class.

- 45 All pupils receive an annual report, with parents being informed of National Curriculum test results. The school also uses a range of other assessment procedures, including reading tests.
- 46 All pupils are assessed against baseline tests upon entry into the nursery. All children in the nursery are provided with an individual record book, which addresses all the Early Learning Goals. This book travels with pupils throughout their time in the Foundation Stage. There are currently no formal assessment and recording procedures for pupils' personal development other than that which takes place in the Foundation Stage.
- 47 Good assessment procedures are in place to support pupils with special educational needs. All pupils have detailed Individual Education Plans, which clearly identify the nature of their needs, and set clear targets for improvement, which are used to inform the teaching.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 48 Parents view the school as a good school, whose attitudes and values have a positive effect on their children. The quality of the partnership that the school has with parents is good and is beginning to improve pupils' learning and their experiences of school life. Parents say there has been an improvement in the last two years due to the value the acting headteacher places on the involvement of parents in their children's learning. Parents confirm that staff are approachable and that they feel able to discuss any worries or concerns with them. Parents feel positive about the school and the improvements that are being made. At the meetings prior to the inspection and in the questionnaires, most parents showed good support for the school and its work.
- 49 The quality and quantity of information which parents receive is good overall. Parents receive regular newsletters about events and activities taking place in the school. They can also purchase a copy of the school magazine written by pupils in the after school club. Parents have the opportunity to meet with teachers each term when they are given good information about what their children will be learning and to give good encouragement to involve them in the learning. The school provides interpreters for these meetings and generally ensures that bilingual staff are on hand throughout the school day. Parents of children new to the school or nursery receive home visits as well as good information at induction meetings. Reports to parents are satisfactory and the new format for the current academic year contains targets for future development. The school provides a formal consultation evening each term and parents confirm that they are allowed adequate time to talk to teachers. The home/school teacher and officer and the learning mentors visit parents at home to ensure that application forms are completed and that they understand the importance of children attending school regularly. There are a number of statutory items missing from the prospectus and the annual report of the governing body to parents. The headteacher has been informed about the items missing.
- 50 The school involves parents in its development by consulting them through questionnaires and the acting headteacher values their suggestions. Many parents help their children with reading or homework but some would like homework to be given out more consistently. The school has a longstanding and successful parent and toddler group. Classes are held for parents so that they can help children with literacy and numeracy. In the numeracy class held during the inspection, parents were seen concentrating on a range of challenging tasks with support from the adult learning tutor and then participating with enjoyment in singing nursery rhymes with their children. English language classes are offered at both beginners and intermediate level. The school and a local college provide free crèche facilities so that parents are able to attend the classes. All these good initiatives are beginning to have an impact on children's learning. Parents recently held a fund raising event for the Indian Earthquake Relief Fund and now they are gaining confidence in the school, may decide to form a Parent Teachers' Association. A fathers group meets in school each Friday. Parents confirm that there has been an improvement in the school's partnership with parents and they look forward to developing this further in the future.



## HOW WELL IS THE SCHOOL LED AND MANAGED?

- 51 Overall, the quality of leadership is good and within this, the acting headteacher displays very good qualities of leadership and management. She is well supported by her deputy headteacher and two assistant headteachers, governors and administration staff. By the use of her many personal skills, the acting headteacher has worked hard since her appointment two years ago to begin to develop the school from a first school to a primary and to build a united team of teachers, many of whom have come from other schools. She has provided a clear vision of what has been needed, and the school is now beginning to move in a good educational direction. For example, all the available evidence indicates that at her appointment, pupils' attitudes and behaviour were not as strong as now and many of the teachers lacked support and guidance. She quickly established that these two areas were priorities for development and they have improved considerably. For example, pupils' attitudes to learning and their behaviour is now mainly good. Also, teaching is now mainly good in most parts of the school.
- 52 Curriculum coordination is at present only satisfactory. This is mainly because many teachers are new to their roles as subject leaders, some have only been appointed since September. Most have not yet had any opportunity to monitor, evaluate or support teaching and learning in their subjects or analyse pupils' work. Some are only just developing policies and schemes of work and in many cases, assessment procedures have not yet been fully implemented. However, some classroom observations have been carried out by the headteacher, deputy headteacher, the assistant headteachers and the coordinators for literacy and numeracy. Judgements have been made on the quality of teaching and learning, set against an established range of criteria. Feedback has been provided and the outcome of observation discussed with teachers. This area of evaluations has developed only slowly, as teachers were unaccustomed to this type of support and analysis.
- 53 The governing body is supportive and effective in a number of ways. They ensure that the school meets most of its statutory requirements, although a few items are missing from the prospectus and the governors' annual report to parents. The chair of the governing body is fully committed to the school. He was requested by the local education authority to accept the position shortly before the appointment of the acting headteacher. He is a regular visitor to the school and is often involved in professional dialogue with the acting headteacher. He has brought considerable skill to his work and is beginning to develop the role of the governing body effectively. Many of the governors are new to their positions and the chair is anxious to extend their influence and support further. The governing body has still to establish a financial committee. A few of the governors visit the school and are involved in aspects of the curriculum. For example, the governor with a responsibility for special educational needs is particularly enthusiastic. Governors are now beginning to have a good understanding of the strengths and weaknesses of the school and they all support the acting headteacher and the aims of the school.
- 54 The school's aims, values and policies are implemented very effectively. The yearly school development plan is effective and gives a clear framework for action. It is evaluated regularly. Although there is a broad longer term vision for the school, structured details of future plans are to await the coming of the newly appointed headteacher who starts in September. Nevertheless, the leadership is intent on maintaining the good ethos and pride in the school during this transitional period and when the whole school moves onto one site also in September.
- 55 There is good accommodation at the Lapage site with ample playground space and landscaped grounds. The Moorfield site is dilapidated and old. The pupils from this site will transfer to the Lapage site in September 2001 when all children will then be together. There are some displays of pupils' work around the school, which are bright and inviting and enhances the learning environment particularly at the Moorfield site, helping to compensate for the poor building.
- 56 There has recently been a significant change of teaching staff and the current staff provides a good mixture of experienced, younger and newly qualified teachers drawn from a variety of ethnic backgrounds. Teachers newly appointed to the school are appropriately supported and performance management is developing well. Teachers are generally appropriately deployed

and there is now a good balance of curriculum strengths across the school. With the changes over the last two years, many of the coordinators are relatively new to their roles and are still developing these, but they are involved in setting out relevant priorities in subject action plans. There is a high level of classroom support, which is matched to specific groups of pupils. Educational support assistants provide good quality support in a range of activities, for example, during information and communication technology lessons, for those pupils who have special educational needs and for some pupils who need support in English in some specific classes.

- 57 The quality and range of the school's learning resources for all areas of the Foundation Stage are mainly satisfactory with a poorer range of books in the nursery. In mathematics, design and technology, physical education and music they are satisfactory. There are adequate numbers of high quality computers in the computer suite which provide a good resource base. While there are sufficient suitable books to support literacy, the number of books in the library are limited and some are in poor condition. Resources for aspects of English, science, art and design, and English as an additional language are poor.
- 58 The administration of special educational needs is thorough, and adequate time is allocated for the special needs coordinators to carry out their duties effectively. Although the progress made by individual pupils is regularly reviewed, there are no procedures in place for coordinators to monitor and evaluate teaching and learning throughout the school. The special educational needs coordinators however, monitor the provision for special educational needs in the classroom. Support assistants receive regular training. The growing range of resources available for staff to use with special educational needs pupils has had a positive impact on the progress they make. The funds available to the school for special educational needs and occasionally additional funding are used appropriately to fulfil the school's priorities.
- 59 The management of English as an additional language provision is satisfactory. The effectiveness of funding is satisfactorily monitored. At present, oracy records regarding the progress of pupils are used appropriately by staff. There are plans to develop more detailed profiles of pupils' developing language competence, including information on first languages. Currently, pupils' competency levels are assessed annually using ethnic minority and traveller achievement grant criteria. This is insufficient to provide adequate assessment of pupils' progress. There is currently little monitoring of English as an additional language teaching or learning taking place. Therefore, opportunities to observe and disseminate existing good practice are limited. The school recognises that the teaching of English as an additional language is not the sole responsibility of designated teachers and plans to provide for all staff a detailed structure to help with the teaching of English as an additional language in all subjects.
- 60 Good financial planning and administration by the school secretaries, supports educational developments and priorities well. The quality of financial control through the school bursar, headteacher and chair of the governing body is good. They are able to target money for special purposes well. For example, money has been found to help pay for a reading-recovery teacher, extra bilingual support assistants in the Foundation Stage and in Year 1 and extra support for pupils with special educational needs. There is a fairly high carry over budget at present but this is clearly earmarked for use when the infant section moves into the Lapage site. The school uses all the money at its disposal well and is implementing a policy to get best value for its pupils. The management systems now in place has ensured many important improvements over the last 18 months and the school is now in a good position to maintain these improvements and introduce many more improvements from September.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- 61 To maintain the quality of education and promote further development, the governing body, headteacher and staff should:
- (1) Develop a whole-school approach to the improvement of speaking skills by:
    - Ensuring that lesson planning in all subjects indicates opportunities for pupils to explain that they have understood what they have heard, seen and done.

- Providing specific opportunities for pupils to speak in clear extended sentences and increase opportunities for this, for example, in drama and role-play activities. (paragraphs 4, 5, 6, 21, 23, 26, 59, 61, 66, 74, 75, 89)

(2) Continue to raise attainment in English, mathematics, science and information and communication technology

**In English by:**

- Assessing pupils' abilities in speaking, reading and writing and using these records to set personal and group targets which can be reviewed regularly.
- Increasing the number of appropriate books and the range of reading activities to match more closely to pupils' needs and interests.
- Extending the use of drafting skills before the presentation of final work.

**In mathematics by:**

- Ensuring pupils can read and fully understand instructions accurately.
- Planning more opportunities for pupils to investigate the properties of number and for them to develop their own approach to solving mathematical problems.

**In science by:**

- Fully implementing the new scheme of work and ensure that teachers' planning throughout the school is closely linked to it.
- Develop appropriate assessment procedures and use these records to ensure pupils' work in science matches their abilities.

**In information and communication technology by:**

- Planning more specific opportunities to use computers to support learning across all subjects.
- Monitoring and supporting the quality of the teaching.
- Continuing to provide training to increase teachers' knowledge and understanding.

(paragraphs 4, 5, 6, 23, 44, 59, 66, 77, 79, 82, 84, 86, 87, 89, 94, 95, 117)

(3) Improve the provision for the youngest children in the Foundation Stage by:

- Providing a wide range of rich stimulating and very good quality reading material.
- Ensuring that the planning clearly identifies what children are to learn in each activity.

(paragraphs 63, 86)

(4) Extend the leadership role of subject coordinators by:

- Providing more opportunities to monitor and evaluate the teaching, the teachers' planning and pupils' work in their subject.
- Introducing a consistent approach to assessment procedures, keeping assessment records and using of these records to plan appropriate work.
- Continue to refine policies and developing schemes of work (where this is thought to be a priority).

(paragraphs 32, 44, 52, 62, 90, 95, 100, 105, 122, 138)

62 In addition to the issues above, the following more minor weaknesses could be considered for inclusion in the action plan:-

- Raising attainment in geography (paras 9, 106)
- The occasional inappropriate behaviour when moving around the school (paragraph 15)
- Continue to raise attendance levels (paragraph 17)
- Ensuring all statutory items are in the governor's annual report to parents and the prospectus (paragraphs 49, 53)
- Continue to improve learning resources where appropriate (paragraphs 57, 84, 95, 100)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	101
Number of discussions with staff, governors, other adults and pupils	41

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	47	43	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	40	504
Number of full-time pupils eligible for free school meals	0	225

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	4	157

English as an additional language	No of pupils
Number of pupils with English as an additional language	556

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	43

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	2.6
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	36	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	23	29
	Girls	21	21	27
	Total	46	44	56
Percentage of pupils at NC level 2 or above	School	63(50)	65(40)	81(65)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	29	25
	Girls	21	23	22
	Total	43	52	47
Percentage of pupils at NC level 2 or above	School	63(43)	76(35)	69(68)
	National	84(82)	88(86)	88(87)

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	16
Pakistani	467
Bangladeshi	68
Chinese	0
White	30
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	8	1
Bangladeshi	1	0
Chinese	0	0
White	8	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	27.5
Number of pupils per qualified teacher	20.2
Average class size	25.7

### Education support staff: YR – Y6

Total number of education support staff	22
Total aggregate hours worked per week	641

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	3
Total aggregate hours worked per week	89

Number of pupils per FTE adult	9.75
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*FTE means full-time equivalent.*

## Financial information

Financial year	2000/01
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	£
Total income	1,449,437
Total expenditure	1,460,780
Expenditure per pupil	2,505
Balance brought forward from previous year	42,140
Balance carried forward to next year	99,889

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	295
Number of questionnaires returned	189

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	3	0	2
My child is making good progress in school.	42	49	5	2	2
Behaviour in the school is good.	51	35	7	2	6
My child gets the right amount of work to do at home.	34	30	18	8	10
The teaching is good.	49	37	9	1	5
I am kept well informed about how my child is getting on.	45	36	11	4	4
I would feel comfortable about approaching the school with questions or a problem.	51	34	4	1	10
The school expects my child to work hard and achieve his or her best.	53	33	4	3	6
The school works closely with parents.	41	41	10	1	8
The school is well led and managed.	43	38	7	2	11
The school is helping my child become mature and responsible.	47	38	8	1	6
The school provides an interesting range of activities outside lessons.	34	31	13	4	18

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

- 63 The school makes satisfactory provision for children throughout the Foundation Stage of learning. The current accommodation for the nursery and reception classes is unsatisfactory but the children are to move to new classrooms in September. Staff in the nursery and reception classes work closely together to ensure that children build on their previous learning. Assessment procedures in the Foundation Stage are good. However, planning is not consistent in identifying what the children are to learn from each activity. Planning ensures all areas of the Early Learning Goals are covered but gives insufficient structure to some activities for the youngest children. The record keeping system is thorough, clear and informative throughout the Foundation Stage. Each child has an individual booklet that records progress in all areas of development. They take this into the reception classes and parents have free access to the booklets. The nursery and reception classes provide an effective level of support for children with special educational needs. This enables them to make good progress in their learning. The support for children who have English as an additional language is satisfactory in enabling children to work confidently in group and class lessons. All members of staff ensure that children have full and equal access to the areas of learning.
- 64 Most children enter the nursery with standards that are well below the expectation for their age in all areas of learning. They learn to listen and follow instructions in the nursery and make satisfactory progress in learning to use English. Their rate of progress in developing English language skills increases in the reception classes. In spite of this increase most children are unlikely to acquire the skills they need to meet the expectations of the Early Learning Goals.

#### **Personal, social and emotional development**

- 65 Children settle quickly into the nursery and reception classes. They make satisfactory progress in the nursery in developing their personal and social skills. Progress in the reception classes is good. Behaviour is good. The Foundation Stage staff have caring and friendly attitudes that provide security for the children. Most children share and take turns happily for example, during snack time. They work alongside each other in the nursery and begin to cooperate with each other in the reception classes. Throughout the Foundation Stage children take care of classroom equipment and learn to tidy up after themselves. Staff encourage them to develop positive attitudes to each other and adults and to behave in a socially acceptable way. The children quickly understand the routines of school life and move confidently around the school. An example of this is when the reception children change for physical education and walk sensibly to the hall. The quality of teaching in this area is satisfactory overall. By the time they are ready to move into Year 1 most children are likely to meet the expected levels in the development of their social skills.

#### **Communication, language and literacy**

- 66 The provision and teaching for this area is broadly satisfactory. However, there are not enough good quality and stimulating books in the nursery to promote interest. The nursery staff teach children to look after books and to learn letter sounds. This is developed better in the reception classes where children are beginning to read more confidently. The main emphasis of teaching is on developing children's ability to speak confidently and clearly as most children have poor speaking skills on entering the nursery. This is more successful in the reception classes where children quickly develop confidence in sharing their ideas with adults and each other. This contributes positively to developing children's skills in speaking and listening. The reception class teachers use the literacy strategy effectively to increase children's skills in listening, speaking and reading. An example of this is when the teacher and children act out the story of Goldilocks. Children in the Foundation Stage listen carefully and attentively to stories. They enjoy talking about the pictures and join in with familiar sentences. This is a direct result of the interest that staff show. Most children make good progress in developing their understanding and use of English. Teaching in this area is satisfactory. They are, however, unlikely to

achieve the standards necessary to achieve the Early Learning Goals by the time they enter Year 1.

### **Mathematics**

- 67 The provision for children's mathematical development is satisfactory. Teaching in the reception classes is good. It is satisfactory overall. A strength of the teaching is the way in which teachers use elements of the national strategy to promote interest in number. They take every opportunity to use counting and number skills throughout the day. This ensures that children see counting as part of everyday life. Most children make good progress in consolidating and developing their number skills as they move from the nursery to the reception classes. They use suitable mathematical language to describe processes such as 'biggest' and 'smallest' and know the correct names for two-dimensional shapes such as triangle, circle and square. Most children, however, are unlikely to reach the standards necessary to meet the Early Learning Goals by the time they enter Year 1.

### **Knowledge and Understanding of the World**

- 68 The nursery and reception classes make good provision for developing children's knowledge and understanding of the world. Children make good progress throughout the Foundation Stage of learning because of the opportunities they have to explore the natural and man-made world. For example, children in the nursery and reception investigate properties of contrasting materials such as cocoa bark and sand. They also sow seeds and grow plants. All children use computers as a matter of routine and know how to use a mouse to control movement on the screen. Children in the reception classes work out the route they take to school. This gives them awareness of their surroundings outside school. Teaching is satisfactory overall. Many children are likely to reach the expectations of the Early Learning Goals by the time they leave the reception classes.

### **Physical development**

- 69 Children make good progress in developing their physical skills. By the end of the Foundation Stage most children have a suitable level of coordination and physical control. Most have skills in climbing, balancing and controlling wheeled toys that meet expectations for their age. Their skills in using tools such as pencils and paintbrushes are less well developed. All members of staff promote physical skills effectively. They teach children to use scissors correctly and to develop their ability to roll, cut and shape play-dough carefully. Teaching is satisfactory overall. Many children are likely to reach the expectations of the Early Learning Goals by the time they leave the reception classes.

### **Creative development**

- 70 Creative development is supported satisfactorily throughout the Foundation Stage. Children make sound progress as they learn basic techniques. This enables them to use and control materials confidently. They use ready mixed paint confidently and boldly but show immature skills in composing pictures. As they progress through the reception classes children show a developing awareness of shape, pattern and colour. Children sing a variety of songs from memory and enjoy experimenting with musical instruments. Teaching is satisfactory overall. Most children are unlikely to acquire the level of skill necessary to reach the outcomes of the Early Learning Goals by the time they enter Year 1.

## **ENGLISH**

- 71 A large majority of children leave the nursery with well below average skills in all areas of language and literature. Despite the good progress made at Key Stage 1 standards of attainment in reading at age seven remains below average and many pupils are not achieving as well as they should. In the 2000 National Curriculum tests, attainment in reading was well below average in comparison to national averages and schools with a similar intake. The 2000 results also reveal that standards of attainment in pupils' written work at seven is very low in

comparison to national averages and well below average in comparison to similar schools. Listening to pupils read and the scrutiny of pupils' written work indicates that standards in reading and writing for the current group of seven year old pupils have risen though they remain below average.

- 72 Pupils' attainment in English by the time they are age 11 is below average, although work in their books indicates that they have made some good progress over the last year. However, they are still not achieving as they should.
- 73 Standards achieved by pupils in the school however must be seen within the context of the school's intake, with virtually all pupils using English as an additional language. A significant number of pupils, at both key stages, are in the early stages of acquiring English language. The school also has an above average number of pupils with special educational needs. Pupils' speaking and listening skills upon entry into the school are low with many pupils having little or no exposure to English language at home. This often continues throughout their whole time at school.
- 74 Teachers and support staff use questioning skills in a satisfactory manner to promote pupils' oral skills, though it takes many pupils time to move beyond single word or short phrase responses. Some pupils have a limited span of concentration and poor speaking and listening skills. This improves over time as pupils come to understand their teachers more easily and know what is expected of them. Occasionally some teachers do not challenge pupils' initial responses, or encourage them to speak at greater length. Though many seven year olds are able to talk to their friends in a reasonably confident manner, a significant number of pupils lack the confidence and ability in English to speak in clear extended sentences. Attainment in pupils' oral skills at seven is below average.
- 75 Though many pupils develop satisfactory social speaking skills as they progress through Key Stage 2 and speak well with each other, they still lack the confidence, and the regular experience of organising their thoughts and ideas in a logical and structured manner. Teachers provide pupils with some opportunity to take part in drama activities in order to develop their oral skills. This was seen in a Year 4 class as pupils talked to a young boy in role about the differences between his village school in India, and his new school in England. These opportunities are limited and pupils' oral skills at age 11 remain below average.
- 76 Many pupils, in particular those pupils using English as an additional language, arrive at school with a very limited knowledge about books. Despite the satisfactory teaching of reading it takes some time for most pupils to develop the skills required to make them sound readers. Even when pupils are able to put together words in order to make sentences, they lack expression in their reading and they often have a limited understanding of what they are actually reading. Some teachers address this issue through good guided reading activities, where the focus is very much on reading for understanding. This practice is not consistent throughout the school. Whilst a number of average and more able pupils make sound and often good progress in their reading skills, attainment in reading for pupils aged seven remain below average.
- 77 Pupils continue to make good progress in their reading skills as they move through Key Stage 2. Although staff provide pupils with a satisfactory range of reading activities there are limited opportunities for pupils to read factual materials, and for them to appreciate the impact and use of the English language. Occasionally the reading materials provided are not matched to the pupils' ability or understanding, and pupils lose interest because they simply did not understand the content and structure of the extracts or poems and books they are reading. Lower attaining pupils still have problems in understanding complex words and talking about the characters, story line and issues in the books they read. While teachers regularly provide pupils with the opportunity to read a satisfactory range of books from the school library, many pupils read only to themselves at home, and do not have regular reading habits. Attainment in reading at age 11 remains below average.
- 78 Standards of writing for pupils at age seven are below average. Pupils have very limited writing experiences prior to entering school many pupils, particularly those with English as an additional language and those with special education needs. It takes some time for them to develop pencil

control and the ability to write letters and words of a consistent size and shape. Although most pupils become independent writers by the time they are seven, the quality of written work, including handwriting and presentation, is extremely variable. Most pupils at seven are able to use capital letters and full stops to separate sentences. While pupils are provided with regular opportunities to practise handwriting these skills are not always incorporated into their everyday written work and often not considered in other subjects like history, geography, religious education and science.

- 79 Although pupils at Key Stage 2 continue to make good progress in their writing skills, standards of attainment in written work for pupils aged 11 are below average. While teachers provide pupils with a satisfactory range of writing activities, there is an over-emphasis on the development of basic English, often not developed in an interesting and demanding manner. Whilst the significant number of comprehension activities from the commercial scheme of work provides pupils with those skills required for the National Curriculum assessment tasks, they often only require single sentence responses and do little to challenge more able pupils. Many pupils with English as an additional language and special educational needs find it difficult to write in any real detail and at length.
- 80 There is no specific guidance or policy for handwriting, with the large majority of pupils writing in pencil and in capitals to the end of Year 6. Some teachers provide pupils with opportunities to redraft their work on occasions. This all important practice is inconsistent in its use and opportunities are lost for pupils to improve upon their initial efforts in terms of producing more imaginative content, use of more descriptive language and improved handwriting and presentation. Retention of these final drafted pieces of work would provide evidence of progress over time and provide a record of achievement.
- 81 The majority of pupils approach their work in a positive manner and are prepared to work with sustained concentration. Occasionally a significant minority of pupils approach the literacy hour in a passive manner and contribute little to their own learning. This is not always challenged by teachers.
- 82 The quality of teaching at both key stages is mainly good with a quarter of lessons at Key Stage 2 being very good. However, there are still weaknesses. Many teachers have responded well to the demands of the literacy hour and implement it in an effective manner. Lessons are well planned and organised with learning objectives being shared with pupils. Enlarged texts are used well, with teachers providing pupils with the opportunity to engage in shared reading opportunities. Only one example of shared writing was observed during the period of the inspection. Teachers at both key stages provide pupils with a satisfactory range of differentiated group activities, though occasions were observed where the activity, often a worksheet from a commercial scheme of work, was undemanding and lacked challenge for more able pupils. At present individual and group targets are underdeveloped. Teachers usually use the final part of the lesson in an effective manner to share and celebrate what pupils have achieved and to assess their understanding. Teachers are generally secure in their subject knowledge and have good working relationships with their pupils.
- 83 In those lessons judged to be very good teachers demonstrate a personal enthusiasm for the work in hand, have high expectations of pupils and provide them with a challenging range of timed activities closely linked to the shared reading activity. All this results in an active and well-paced lesson where pupils worked willingly and hard to meet the teacher's expectations. In a few lessons, there were missed opportunities.
- 84 The school has only been able to implement the National Literacy Strategy in an effective way over the last two years, which is one year later than most schools. There is a new policy for English and a new scheme of work. A number of teachers are beginning to respond to the recently introduced whole school procedures for assessment, though they are used in an inconsistent manner. The role of the English coordinators is under-developed with them having limited opportunities to monitor teachers' documentation and the implementation of the literacy hour. The coordinator has plans to develop assessment records further with the intention of setting individual and group targets. Resources for the subject are unsatisfactory and do not always provide for the needs of the pupils with language concerns and special educational

needs. There is secure evidence that quality of teaching, the improvement in pupils' behaviour and the introduction of sound planning documentation for the subject is having a positive impact in the raising of standards in English. The classroom assistants who give bilingual support are good and work closely with the teacher. The school is currently in a good position to consolidate this improvement and to move forward.

## **MATHEMATICS**

- 85 By the ages of seven and 11 pupils achieve standards below those expected from these age groups. This is a significant improvement for the younger pupils from the well below average results in the 2000 national tests and tasks. There are no national comparisons available for the older pupils because the school had its first Year 6 pupils in September 2000.
- 86 Standards in the numeracy element of mathematics are similar to those of most seven and 11 year old pupils. Pupils are taught well and make good progress in their learning. No teaching is less than satisfactory. This, and the impact of the school's recent introduction of the National Numeracy Strategy, is having a positive effect on standards throughout the school. Standards are not high enough in the investigative element of mathematics and in the areas where pupils need to follow and understand written instructions. The school is aware of this and has provision to meet these needs in the action plan for mathematics. The good quality displays of work give an effective level of support to pupils' work in mathematics. These, and the analysis of pupils' work, provide further evidence of learning, progress and standards.
- 87 When pupils enter the school in Year 1 they have a below average understanding and knowledge of mathematics. The majority of pupils are taught well in Years 1 and 2. This helps to develop and improve their mental computation skills. There is an equally rapid increase in their ability to use mathematics across other subjects. An example of this is the work the pupils do on using tally charts to record and plot block graphs of mini-beasts. This gives an effective level of support to work in science. Most of the best teaching is seen in Year 2. The quality of learning and progress reflects this and pupils' achievement is just below those expected for pupils of similar age. Teachers do not give pupils enough opportunities to investigate and explore mathematics. The school has identified this as an area for improvement.
- 88 Teaching for the older pupils is largely good and some very good teaching is seen in Year 3. This is reflected in pupils' learning. The teachers build carefully on the pupils' developing skills and all pupils continue to learn quickly. For example, most pupils know that a straight line has two right angles. Pupils continue to be taught well as they progress to Year 6. This effective teaching ensures that pupils of all abilities make good progress because the careful planning provides different challenges to meet individual needs. An example of this is the progress made by a class of pupils with behaviour difficulties in their understanding of multiplication. By Year 6 most pupils have a sound grasp of number and computational skills. They have a satisfactory understanding of decimal notation. The analysis of pupils' work shows satisfactory understanding of the properties of shape, area and perimeter. Achievement in data handling, the use of information and communication technology and in the investigative element of mathematics is below average. The school has plans to address these shortcomings.
- 89 The quality of teaching is largely good with some satisfactory teaching. There are examples of very good and good teaching throughout the school. In these lessons, teachers set clear and specific targets for the pupils to achieve and expect them to succeed. They use language carefully, speak clearly and ensure that all pupils understand the vocabulary used. For example, in a very good Year 3 lesson, the teacher uses targeted questions skilfully to enable pupils to explain their reasoning about division. One pupil replies, "You halve it when you divide by two". This gives pupils the opportunity to understand their learning and explain their thought processes. It enables the teacher to assess what has been learnt. In the best lessons teachers ensure that all pupils consolidate their learning through a practical summing up session. Where teaching is only satisfactory, there are occasional problems with class control, which can lead to a slowing of learning and achievement. A few teachers do not always ensure that pupils have understood the vocabulary used. All pupils with special educational needs make good progress towards achieving the targets on their Individual Education Plans. They receive effective

support that ensures they learn well. Pupils who have English as an additional language receive good quality bilingual support. They achieve well and make good progress in their learning. Not all class teachers place enough emphasis on speaking clearly, correctly and ensuring that all pupils understand the questions and the written material associated with mathematics. This does not provide a good role model for pupils and restricts their learning.

- 90 The curriculum leaders for mathematics are determined to raise standards. They monitor planning systematically. There is some monitoring of teaching and teachers receive verbal and written feedback. The national recommendations for the numeracy strategy are only just in place. This is giving lessons more structure and is having a positive effect on standards. The subject leaders are reviewing the current inconsistent use of assessment procedures.

## SCIENCE

- 91 Standards in science are below the national expectation for pupils' ages at the end of both key stages. This does, however, represent an improvement for pupils at the end of Key Stage 1 as the results last year in the 2000 National Curriculum tests were well below average. The school did not have any 11 year olds taking the National Curriculum tests at the end of Key Stage 2 last year so there is nothing with which to compare the Key Stage 2 standards. Although there is evidence that pupils, including those with special educational needs and those with English as an additional language, are making good progress at least at Key Stage 1, their achievement at the end of both key stages is not as high as it should be. The improvements at Key Stage 1 are due in part to the recent introductions of a good scheme of work and a general improvement in the quality of the teaching. These improvements have not been in place long enough to produce even higher results throughout the school.
- 92 At the end of Key Stage 1, although general attainment is below the national expectation, standards are satisfactory in scientific enquiry. For example, pupils use simple equipment provided and make observations and investigations in work related to growing plants from seed. They sow seeds and try to germinate them in a range of different conditions e.g. with light and without light, with water and without water and then record the effect. Other children grow sunflower plants from seed and keep a good daily record diary to note all the changes. Most pupils, however, only have basic understanding of materials and their properties and physical processes, such as the forces of pushing and pulling. Also, because many pupils have weaker English skills, they find it more difficult to write up their work accurately in their books and find it more difficult to grasp and understand a basic scientific vocabulary.
- 93 By the end of Key Stage 2, although pupils have studied a wide range of science and carried out a number of investigations, many lack a sufficient depth of knowledge to attain the high levels of understanding required. However, work in their books does indicate that there have been some improvements over the year and a small majority are now working at the expected Level 4. Pupils are able to carry out investigations but a lack of previous knowledge makes it more difficult for them to explain more complicated results. For example, in a lesson on electricity for pupils in Year 6, all pupils were very capable of constructing an electrical circuit using wires, batteries and bulbs but very few could explain why the bulb became brighter or dimmer when alterations to the circuit were made. A significant minority of pupils at Key Stage 2 have weak English skills and sometimes find difficulty in reading, using and understanding an appropriate scientific language.
- 94 The quality of teaching in science is mainly good but with some satisfactory teaching. Some teachers are just beginning to plan work linked to a new scheme of work. However, this has only recently been introduced and is not yet fully implemented. Consequently, planning procedures are inconsistent and of differing quality. Where the teaching is more effective, the teacher ensures that pupils know the objective of the lesson and makes sure that they all understand the meaning of the words seen. Good practical activities are introduced to ensure pupils enjoy their work and observe and carry out investigation with confidence. This was seen to good effect in a lesson for pupils in Year 2. They were asked to consider the question, "What do seeds need to grow well?" The discussion which followed encouraged and developed pupils' speaking and listening skills. They became interested and excited and were keen to follow

instructions to find out the answer. Teachers' management is usually good. Pupils persevere and concentrate well to the end of the lesson. The teacher sometimes takes time out at the end of the lesson to ensure that pupils understand what they have learned and understand the words they have used. This was seen to good effect in a lesson on forces with pupils in a Year 1 class. Where the teaching is less effective, the teacher has not ensured that all pupils understand the scientific words used and sometimes they are not clear as to the objective and purpose of the lesson. Also, on occasions, the resources used have not been fully tested to make sure they work before the lesson begins. The use of computers and books to support learning in science is very much underdeveloped.

- 95 Leadership of the subjects is only just developing. However, the coordinators are fully aware of all the weaknesses and have just produced a good science development plan which will be going for approval to the governing body shortly. Resources, which at present are unsatisfactory, are being developed currently. A major weakness is the lack of appropriate assessment records which could be used to assist teachers' lesson planning and target the individual and group needs of pupils. The school is aware of this weakness and has plans to address this area shortly. Out of school visits to places of scientific interest are few, although a visit to the Leeds Science Museum has been planned for later in the summer. The school grounds are used on occasions for scientific study.

## **ART AND DESIGN**

- 96 The subject alternates with design and technology on the timetable in most classes. No art lessons were observed during the inspection and it was not possible to make a judgement on attainment at the end of either key stage. Evidence of pupils' work was limited to what was displayed on walls and corridors. This limited evidence, mainly painting and observational drawings using water colours, pastels and pencil, suggests that standards are broadly in line with expectations in these elements at the end of both key stages. Some portrait work and still life sketches of plants displayed in the upper Key Stage 2 area were of a good standard. The range of media used in the displayed work is limited. Pupils' overall progress from the work seen is satisfactory, including those with special educational needs and those with English as an additional language.
- 97 The subject coordinators confirm that the teaching of art has been left largely to the skills and interests of individual teachers and their interpretations of the curriculum. This is being addressed through new planning guidance and the revised scheme, which focuses on the systematic teaching of skills using a broader range of materials and techniques to extend pupils' experiences. Pupils' ability to discuss the quality of their work or reflect of the work of famous artists they study is limited by their lack of confidence in speaking in English.
- 98 At Key Stage 1 there is satisfactory evidence of colour mixing and blending techniques applied in pupils' work on Van Gogh's 'Sunflowers'. Further exploration of colour was seen in 'marbling' techniques using oil and paint. Pupils have experimented with texture using paint and collage to satisfactory effect. The range of materials is limited mainly to paint, paper and fabric. Teaching has successfully linked work on symmetry in mathematics to design and pattern making in art, where children have explored patterns using blocking or tessellating techniques in bold colours on a range of backgrounds. Pupils have been introduced successfully to applying information and communication technology skills using appropriate programs to design and print patterns and portraits. Three dimensional skills are applied successfully to building effective murals depicting popular nursery rhymes and stories children know from their singing and language activities. An artist worked in school over half a term. Art produced by pupils is effectively displayed to brighten up classrooms and corridors, and pupils are encouraged to value each other's efforts.
- 99 The quality of the work at Key Stage 2 builds on prior learning. Painting skills continue to be developed with some effective application of colour and texture seen in still life work in Year 5. Pupils study the work of Hockney and Matisse, and create effective and colourful images. In Year 6 pupils apply fine line drawings in portraits, paying careful attention to detail. They have an appropriate competence in applying perspective and proportion, and some work is of a good

standard. However, other than painting, sketching and collage pupils have limited experience of other media. Teachers' planning does make reference to fabric work and three-dimensional work especially in conjunction with the design and technology curriculum.

- 100 The subject has not featured in recent school development. Coordinators have only been appointed recently. Teachers' planning, which is being monitored, ensures pupils' work in art is in line with requirements, but the range and quality of experiences are limited. There is currently no monitoring of teaching and learning, but the coordinators are aware of this and have begun to develop appropriate strategies to support teachers. They are preparing guidance to support the systematic teaching and assessment of skills, and further training is planned to develop teachers' knowledge and understanding of the new curriculum. Resources are currently limited in quality, range and sufficiency. The curriculum makes appropriate contribution to pupils' cultural development, and visiting artists have enriched pupils' learning.

## **DESIGN AND TECHNOLOGY**

- 101 Standards are in line with national expectations at the end of both key stages. The school makes good use of national subject guidelines to ensure that all skills and aspects are developed effectively. The school has also bought in the services of an external consultant to raise staff expertise and to help them to develop the pupils' skills as they move through the school. This is encouraging pupils, including those with special educational needs, to adopt a consistently positive and enthusiastic attitude to their work. Pupils with special educational needs and those with English as an additional language make good progress.
- 102 Pupils in Year 1 build very effectively on the skills that have been taught in the reception classes. Their cutting skills have improved and they are able to use a range of different fastenings to make figures and objects that will move. They understand that different glues are used for different purposes and that it is important to select the correct one if their model is to work. This term they are visiting the local park where they will observe and examine the different kinds of playground equipment. In school, construction kits are used to make their own model items before they begin designing, making and then evaluating their own play equipment. In Year 2, the range of materials is extended along with the pupils' skills. A range of puppets are made that include hand puppets, bendy puppets and face puppets. These tasks give the pupils opportunities to select tools and materials and join the different parts in a variety of ways. When producing a replica of Joseph's Amazing Technicolour Dreamcoat they are in charge of making their own designs and choosing materials to meet a variety of different needs. The quality of the work they produce is of a good standard and shows how they can think creatively when being given a challenging task.
- 103 Key Stage 2 pupils extend their skills very well in a good range of different design and make tasks and in food technology activities. Pupils in Year 3 design packages for a variety of purposes, some are sweet containers and others are for keeping pencils in. Using cubes and pyramids they make drawings of their particular design and then draw detailed plans that will form a template for the final product. In doing this work they demonstrate good drawing skills and good use of rulers. By the time the pupils reach the upper end of the key stage they are capable of detailed and good quality work in design technology. The work on slippers done by the older pupils is skilfully introduced by the teacher using a display of different kinds of slippers. The pupils study these and develop their own design specification drawing on their observations. Following on from this comes the patterns, templates and written step by step instructions that lead to the eventual making of the slippers. Their drawings are accurate and detailed. A very good feature of this work is the way in which pupils carry out good quality evaluations of their slippers indicating ways in which the quality could have been improved and how effective they are in meeting the intended purpose. Throughout the key stage there are examples of pupils' work where the good quality finished models clearly reflect the interest, concentration and attention to detail which pupils have given to their tasks. The display of musical instruments clearly shows all of these features.
- 104 The quality of teaching is at least satisfactory with some examples of good and very good teaching. Teachers prepare in detail, they choose activities that will interest and inspire the

pupils to want to learn and they value the work the pupils produce by giving it a high profile on displays. All pupils, including those with special educational needs and those with English as an additional language, make good progress in developing their techniques and skills. A particularly good feature of the teaching in design and technology is the way in which staff have used the services of an external consultant to improve their own subject knowledge and expertise. This has had a very positive impact on the subject throughout the school.

- 105 The subject is well managed but as yet there are only limited opportunities for assessment to take place other than through appraisal of the final product and the evaluation of planning.

## **GEOGRAPHY**

- 106 Pupils, including those with special educational needs and with English as an additional language, make satisfactory progress as they move throughout the school. However, the standards they attain are below that expected for their ages and pupils do not achieve as they should. By the age of seven, they are able to ascertain from pictures whether locations look hot or cold and give suggestions as to the type of clothing they would take to a hot or cold place. During discussion they are able to describe their route to school but are unable to give reasons for the location of certain buildings e.g. the shops. Although there is some evidence of map work in books, few pupils are able to recognise major features on a simple map and do not employ geographical terms to describe their environment.

- 107 Older pupils are able to consider weather patterns in different countries. They know that mountain ranges can affect temperature, and are beginning to understand the characteristics of settlements. They talk hesitantly about climatic conditions but many are confused and are unfamiliar with geographical terms such as hemisphere and equator. They are able to name and recall limited facts about mountain ranges but basic skills remain underdeveloped. Pupils can describe the information which they would obtain from an atlas but most are unable to name continents. They confuse countries with counties and cities. Throughout the school pupils make little use of extended writing and there is significant variation in the quality and quantity of written and recorded work across different classes.

- 108 During the inspection there was little direct teaching of geography observed. However, evidence taken from previously completed work, discussions with pupils and staff, teachers' planning and displays around the school indicate that the teaching is satisfactory overall.

- 109 The school has adopted national guidelines for the subject, which provides detailed guidance for teachers. The policy has recently been revised and the coordinators have identified areas for development and have produced an action plan following an audit of the subject. Targets include closer monitoring of teaching and teachers' planning, ensuring all children have the opportunity to experience geography first-hand through planned field trips. Few displays are used to enhance the geography curriculum and there are as yet insufficient resources.

## **HISTORY**

- 110 It was not possible to observe any history lessons during the inspection period. No firm judgement can therefore be made on the quality of teaching and learning at either key stage. The amount of recorded and displayed work at Key Stage 1 was also insufficient to make an accurate assessment of pupils' standards up to the age of seven. Considerably more work was available from older pupils and this, alongside discussion with Year 6 pupils, indicates that standards of work at Key Stage 2 are broadly in line with that expected for the age of the pupils and progress of pupils is sound.

- 111 Pupils' work indicates a satisfactory breadth of knowledge and understanding, although from discussions, many do not retain detailed knowledge for a lengthy period. While pupils at Key Stage 1 learn the basics of chronology in their studies of 'old and new things' or the story of Florence Nightingale, pupils at Key Stage 2 go into considerable detail with their topics on Ancient Greeks and Britain in the 1940s. They also discuss modern day immigration patterns

and the impact of warfare on ordinary people. Much of their work is recorded in books using their own notes and diagrams. However, few pupils are given opportunities to explore a topic in their own way or to use information and communication technology to help carry out their own research. Most pupils show interest in their work and complete their tasks to a satisfactory standard.

- 112 The history curriculum meets statutory requirements. The subject is led satisfactorily by an experienced coordinator whose priorities for history are entirely appropriate to its future development. The planned assessment of pupils' work is currently unsatisfactory although other aspects of planning in the subject show good levels of understanding and, at Key Stage 1, sound integration of history with other subjects in the curriculum. The range of resources, including reference books and computer software, is insufficient to ensure that the subject is being developed in the most positive of ways.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 113 Standards in information and communication technology are below average overall, though it is an improving aspect of the school's work. There are a number of reasons for these improvements. The commitment by the staff to improving their own skills, the knowledge of the coordinator, the improvements in facilities in the school and the provision of an appropriate curriculum have all contributed to raising standards. Until recently the school lacked many of the resources it needed to teach the subject effectively. The development of the computer suite now provides regular opportunities for all pupils to use a high quality system, however, the opportunities for pupils of all ages to experience the range of information and communication technology skills remains limited.
- 114 All pupils are developing their skills and while the majority of the tasks are appropriate, pupils are not confident in what they are doing and are very dependent upon their teachers. In one Year 2 class the teacher's organisation and well planned teaching made it possible for pupils to make good progress. Because of the small number of pupils she was able to manage the learning very effectively, pupils were able to follow instructions and participate fully. They are able to log on and save their work. When using 'Kid-Pix' pupils are able to communicate information by creating a picture, changing the colours according to their choice.
- 115 By the time they are age 11, pupils' skills are still well below what is expected for this age. However, there is evidence that these are improving at a good rate as a result of frequent access to the computer suite and a curriculum which is well adapted to their needs. Good work was seen in one class where pupils learn to use the Control key as a shortcut. In the majority of lessons pupils make good progress in their learning developing confidence and showing enthusiasm. Pupils learn how to log on, develop keyboard skills and use some of the tool bar functions. They are able to use graphics when designing cards and road safety posters and are beginning to input data using excel.
- 116 Both coordinators are enthusiastic in supporting the development of information and communication technology throughout the school. They have undertaken an audit of teachers' skills in information and communication technology and are able to advise and support less confident staff. The Qualification and Curriculum Authority scheme offers guidance and appropriate progression for pupils to develop their skills as they move through the school. However, pupils' limited experience in the past means that the work planned for each year group is often taught at a lower level. This enables the majority of pupils who do not have the skills they need to tackle the work appropriate to their age, to work on more basic skills to fill in the gaps in their knowledge and understanding. Pupils with special educational needs make satisfactory progress throughout the school and those with English as an additional language are well supported in some classes.
- 117 At present, teachers are following a programme to improve their own knowledge of information and communication technology. Where teachers' own skills are good, they are able to make good teaching points and are confident enough to allow time for pupils to undertake the work without doing it for them. In one lesson the teacher demonstrated high levels of patience,

allowing pupils to take the time they needed to carry out the operation of using the control keys. He used questioning very effectively to increase pupils' understanding and confidence. While computers are used in English, and to a lesser extent in science and geography, their use generally in other subjects is very limited. Teachers do not make enough use of computers, not only to use as a source of information for topics, but also to improve pupils' basic skills. The school does not yet have the software and equipment it needs to fulfil all needs.

## **MUSIC**

- 118 Standards throughout the school meet the expectations for pupils of seven and 11 years. The quality of teaching and learning is good for pupils of all abilities throughout the school.
- 119 The school successfully promotes a broad and balanced curriculum that covers all aspects of music effectively. This enables pupils to reach satisfactory standards. There is an after-school club where pupils learn to play the ocarina. This makes a valuable contribution to the work pupils do in lessons and develops their performing skills well. Pupils of all ages sing enthusiastically and melodically. The school makes effective use of a talented pianist to develop this aspect of music.
- 120 Pupils listen to a suitably wide variety of music from a range of cultures. The teachers encourage them to form their own opinions, likes and dislikes. Teachers take time to talk about different styles and the history of music. For example, during the inspection a group of Year 6 pupils explored the characteristics of mediaeval music. This enables pupils to begin to understand and evaluate music carefully.
- 121 The quality of teaching is good. Teachers encourage the pupils to produce written evidence of their own music. This begins in Year 2, where pupils use notation to represent rhythmic words and patterns. Teachers ensure that the pupils consolidate and build on their skills as they progress through the school. This provides a clear framework for learning and makes music fun. Pupils, including those with special educational needs, make good progress in acquiring and using musical skills. They respond with enthusiasm and enjoyment to the challenges provided by their teachers. Pupils who have English as an additional language receive effective support that enables them to understand musical terms.
- 122 The coordinators have put in place a policy and curriculum plan that ensures all elements of the National Curriculum are covered. The documents provide clear outlines of what each year group is expected to learn. There are simple procedures for assessing what areas the pupils have studied. The assessment procedures do not provide evidence of progress or pupils' attitudes to their work. The school does not make very much use of information and communication technology to support work in music. This is an area for future development. The school is developing a programme of activities to enhance the curriculum. These include an ocarina club, end of term performances and visiting musicians. For example, the drummer from 'Status Quo' visited the school recently. Opportunities such as these enrich and promote learning and contribute effectively to pupils' achievements.

## **PHYSICAL EDUCATION**

- 123 Pupils make good progress in their skills in physical education at both key stages and achieve standards in line with expectations for their age.
- 124 Pupils in Year 2 consolidate their dance skills as they work with their teacher on a simple circular dance whilst in Year 3 develop good dance drama skills as they work on a dance and movement routine on the theme of 'Clowns. The good progress in this lesson was enhanced by the teacher's good use of taped materials, and the pupils' own very good self-discipline with the pupils really focusing on the skills to be learned.
- 125 Dance was again the focus of a physical education lesson in Year 4, with pupils exploring for the first time a piece of dance devised by the teacher. The teacher had high expectations of the

pupils, and put together a well thought out routine. This was a new experience for many pupils and the teacher had to spend some time in setting down the ground rules for this and later lessons.

- 126 Pupils in Year 5 displayed a simple understanding of basic gymnastic skills as they explored a number of rolling and balancing activities. Pupils' sound progress in these skills was influenced by the opportunity to refine skills through repetition, and their ability to work with other pupils in a collaborative manner.
- 127 Pupils in Year 6 develop satisfactory skills linked to netball. The sound progress in this lesson was aided by the pupils' ability to work in an unselfish manner when working as a team. They demonstrated sound passing and catching skills as they passed and moved into an open space ready to collect the ball once more.
- 128 All pupils in Year 5 attend the local swimming baths for 18 weeks. Very few pupils visit the swimming baths outside those periods provided by the school, with the result that there is little opportunity for pupils to consolidate those skills taught to them during swimming lessons. Very few pupils achieve the standards set down in the National Curriculum for swimming.
- 129 Pupils at both key stages display real pleasure in their physical education and dance activities. They generally work with good self-discipline and self-control and respond well to teachers' coaching points. They treat all equipment in a safe and sensible manner and are aware of health and safety issues.
- 130 It was only possible to observe a limited number of lessons during the period of the inspection. The quality of teaching in the lessons observed was satisfactory, with one good lesson being observed at Key Stage 2. Lessons are well planned and organised with teachers sharing the lesson objectives with pupils. Opportunities are provided for pupils to demonstrate good practice, with a number of teachers giving good demonstrations of the skills to be learned. Opportunities are provided for pupils to refine skills through repetition. Lessons are usually active and well paced, with opportunities for pupils to warm-down at the end of lessons.
- 131 There is a policy for the subject with teachers using a new good scheme of work. The school has a large school hall and access to outside facilities. Resources for the subject are satisfactory. The school provides pupils with a limited, yet satisfactory range of extra-curricular activities. Visitors from the Bradford football and rugby league teams, and the Yorkshire Cricket club, coach pupils in these sports.
- 132 With its emphasis on team building skills and the need to work together the subject makes a valuable contribution to pupils' social development.

## **RELIGIOUS EDUCATION**

- 133 By the time they are seven and 11, standards of work are broadly in line with the locally agreed syllabus. Most make satisfactory progress during lessons and achieve sound levels in relation to their previous learning. A feature of the subject is the considerable interest shown by pupils in their everyday work. Pupils with special educational needs and those with English as an additional language are provided for satisfactorily.
- 134 By the time they are seven, pupils have a satisfactory knowledge and understanding of topics such as sacred books and festivals as well as a greater understanding of themselves in the wider world. They show increasing spiritual awareness when studying the stories of the creation as retold in different faiths and enjoy learning about important religious figures such as Mohammed (PBUH) and Joseph. Some of their best work in religious education is prepared alongside aspects of their personal development, for example when studying a theme about 'Precious Things.' Very little of the work is in written form, most pupils being involved in discussion following stories from their teacher.

- 135 By the time they are age 11, most pupils have a growing understanding of the great religions of the world. Many pupils are of the Muslim faith and show particular interest in the study of Islam, festivals such as Eid and the traditions surrounding the Qur'an. Most discuss the similarities and differences between the faiths with increasing confidence and know the significance of religious belief to people's lives.
- 136 Most pupils at Key Stage 2 show satisfactory knowledge and understanding of religious topics that have possible implications in their own lives. Pupils in Years 3 and 4 learn about the Universe and their roles as 'stewards' in helping to look after the world in years to come. Those in Year 5 consider the theme of their favourite places which leads into special places for worship and meditation. Some of these themes are also well supported during collective acts of worship. In Year 6, pupils make in-depth studies of journeys which leads them to understand the nature and purpose of religious pilgrimages. A few are able to add to the learning of others through their experience of going to Mecca or attendance at the local Mosque. During the inspection the whole of Year 3 learned a great deal about how Christians worship by visiting the local Anglican Church. This year pupils have visited the Sikh Gurdwara and the Sikh pupils presented a Vasaki assembly.
- 137 The quality of teaching and learning is satisfactory. Teachers are enthusiastic about their teaching and, as they themselves represent several faiths, they pass on their knowledge and enthusiasms to each other; these influence and extend the learning of the pupils. The planning of the subject is fully in accordance with local expectations and particularly at Key Stage 1, religious topics are well linked to other subjects in the curriculum. Teachers also use a wide range of teaching strategies to develop as much pupil interest as possible in the subject. Resources are rather thinly spread but what is available is imaginatively used. The subject also generates a lot of useful discussion and many pupils are encouraged to work in pairs or small groups which also has a good effect on their learning. Religious education is shown to be a satisfactory vehicle for the moral and spiritual development of the pupils. A current weakness is the lack of organised assessment in the subject and this represents something of a problem when building on the sure platform of what pupils already know and understand.
- 138 The coordinator for religious education is both experienced and enthusiastic and has carried out a good audit that shows very clearly what the subject priorities are for the future. Although planning is scrutinised, the subject is not well monitored and the quality of teaching and learning is not evaluated on a regular basis. Resources for the subject are unsatisfactory although good use is made of outside visits and visitors.