

# INSPECTION REPORT

## **BRACKENHILL PRIMARY SCHOOL**

Bradford

LEA area: Bradford

Unique reference number: 107250

Headteacher : Mrs Jean Blackburn

Reporting inspector: Mr Colin Smith  
25211

Dates of inspection: 12<sup>th</sup> – 15<sup>th</sup> February 2001

Inspection number: 193945  
Full inspection carried out under section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Dracup Road Bradford Yorkshire
Postcode:	BD7 4HA
Telephone number:	01274 578286
Fax number:	01274 523625
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs F Doble
Date of previous inspection:	October 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25211	Colin Smith	Registered inspector	Science Equal opportunities Information technology Design and technology	The characteristics and effectiveness of the school. The school's results and pupils' achievements. Teaching and learning.
9952	Lillian Brock	Lay inspector		Pupils' attitudes, behaviour and personal development Pupils' welfare, health and safety. Partnership with parents and carers.
18143	Bernice Magson	Team inspector	English Religious Education Art and design	Leadership and management
19707	Mike Bowers	Team inspector	The Foundation Stage English as an additional language Geography History	Quality and range of opportunities for learning
30954	Brian Ashcroft	Team inspector	Mathematics Music Physical education	
15551	Pat Mitchell	Team inspector	Special educational needs	

The inspection contractor was:

Primary Associates Ltd  
West Lancs. Technology Management Centre  
Moss Lane View  
Skelmersdale  
Lancs.  
WN8 9TN

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33 Kingsway  
London  
WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

The school is an above average size primary school situated on the fringe of the city of Bradford. The school serves a very mixed community. Forty nine per cent of pupils are white, 37 per cent are Pakistani, 7 per cent are Indian and there are a small number from other ethnic groups. A small number of children 'looked after' by the local authority also attend the school. Movement into and out of the local community is high and there are signs of social disadvantage in the area. There are 257 pupils; 123 boys and 134 girls. The school has a 66 part time place nursery. The free school meal figure of 35 per cent is well above the national average. Sixty-three pupils (25 per cent) have special educational needs, which is broadly average, of which five pupils have statements. However, for 41 per cent of the pupils, English is a second language. Pupils enter school with well below average attainment. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

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

This is successful school. Pupils achieve well in the main subjects and reach standards that at least match and in some subjects are higher than in similar schools. Teaching is good and pupils behave well and enjoy learning. The headteacher, senior staff and governors provide outstanding leadership. The learning of all pupils is carefully monitored and very well supported. This enables all pupils, particularly those with special educational needs or those who speak English as a second language, to make good progress. The school gives good value for money.

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

- Pupils achieve well in English, mathematics, science, information and communication technology and religious education, particularly in Key Stage 2;
- Teaching is good in the nursery and in Key Stage 2;
- Pupils' attitudes, behaviour and personal development is good;
- The headteacher and senior staff, with support from the governors, provide outstanding leadership;
- The school provides a good curriculum and pupils' learning is thoroughly assessed;
- Pupils are extremely well cared for and this enables those with special educational needs and those who speak English as a second language to make good progress.

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

- The timing of parent teacher consultations could be better;
- Not enough science is recorded in pupils' books in Key Stage 1;
- The presentation of pupils' work could be improved;
- Standards in swimming are below average.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was regarded as good in last inspection in October 1996. Since then standards in English, mathematics and science have continued to rise under the careful direction of the headteacher and staff. Teaching has improved, partly because the school responded very well to the previous inspection issue to monitor teaching and pupils' learning more closely. Standards in information and communication technology were too low at the time of the last inspection but pupils are now achieving well and reaching the standards expected. Potential overspending, noted by the last inspection team, has been checked and there is now a healthy budget surplus. Home school liaison was also identified as requiring improvement and this is now a strength of the school. The school has made very good improvements

since the last inspection because it continually evaluates its own performance and seeks to improve.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests. *(There is no data for 11 year-olds until the first group of Year 6 pupils are tested in July 2001.)*

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
Reading	D	E	C	B	well above A average above B average
Writing	E	E	D	C	Average C below average D
Mathematics	E	E	D	C	well below E average

Children enter school with well below average attainment. They make very good progress in the nursery and satisfactory progress in reception but they do not reach the learning goals expected in literacy and numeracy or other areas of learning by the end of the reception year. On balance, pupils make steady progress through Key Stage 1, however, they achieve well in English and particularly well in reading because it is a priority subject that receives a lot of attention. Standards in reading and writing this year are similar to those that pupils achieved in the national tests in the year 2000. Standards have been rising since the last inspection and had reached an all time high in 2000. However, there are more pupils with special educational needs in current Year 2 classes than last year and standards this year are well below average in mathematics and in science. The school has now been reorganised and the current Year 6 pupils will be the first group to take the national tests at the age of eleven. Based on work seen and school assessments, standards are below average in English, mathematics and science but this represents good achievement taking account of their starting points. Staff are working hard to help the Year 6 pupils to perform well. Challenging targets have been set, pupils' learning difficulties have been analysed and good teaching and booster classes are driving up standards. Pupils achieve well in art and design and technology. They achieve well in geography in Key Stage 1 and in history in Key Stage 2. However, less than half of the pupils reach the 25 metre standard in swimming because they only learn to swim with the school for one and a half terms.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils settle to tasks quickly and apply themselves well in almost all lessons. Just occasionally pupils' concentration slips when teachers talk for too long or do not set the tasks at exactly the right level.
Behaviour, in and out of classrooms	Behaviour is good in lessons and around school. There is little evidence of any bullying and pupils show respect for each other.

Personal development and relationships	Very good; pupils respond very well to encouragement to set their own targets and take responsibility for their own learning.
Attendance	Satisfactory and has improved since the last inspection.

Pupils with special educational needs and those who speak English as a second language, are well behaved, attentive and keen to answer questions. Their good attitudes reflect the effort put in by teachers to make lessons interesting.

## TEACHING AND LEARNING

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

Teaching is good, particularly in the nursery and in Key Stage 2. Supply teachers and teachers relatively new to the school, in the reception class and in one or two Key Stage 1 and 2 classes, are still learning to pitch the lessons at the right level to match pupils' learning needs. Occasionally, they are unable to achieve this as well as their more experienced colleagues and this gives rise to the small amount of unsatisfactory teaching. However, they are well supported by senior teachers and support staff to ensure that pupils learn steadily. Of the lessons seen during inspection, one per cent was excellent, 20 per cent were very good, 46 per cent were good, 28 per cent were satisfactory and three per cent were unsatisfactory. The teaching of English is good throughout the school. This helps all pupils, including those who speak English as a second language and those with special educational needs, to learn the key skills of reading and writing. However, pupils do not always present their work carefully. The teaching of mathematics and science are satisfactory at Key Stage 1 and good at Key Stage 2. Pupils' mental mathematical skills and their skills of scientific enquiry are developing well but they do not record their experiences in science sufficiently at Key Stage 1 to consolidate their understanding of scientific terms. Teaching in the main subjects, including religious education and information and communication technology is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; Planning in all subjects is good and pupils benefit from good personal, social and health education programmes and the good range of extra curricular activities. This school includes all pupils in all activities and the provision for equal opportunities is excellent.
Provision for pupils with special educational needs	Good; pupils' learning needs are quickly identified. Well-targeted learning plans are drawn up. Good support is provided for those with special educational needs and for those learning to speak English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; Good in spiritual development and very good in all of the other areas. Teachers encourage pupils to reflect on their experiences and discuss moral issues. Pupils are encouraged to help each other and to learn from others who have very different beliefs.
How well the school cares	Good; The school provides excellent care for all pupils and monitors and

for its pupils	supports their learning and their personal development very well.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding; the headteacher and senior staff provide excellent leadership. The school has clear aims to help pupils to develop academically and personally and the school ensures that these are fully met.
How well the governors fulfil their responsibilities	Very good; governors know the school's strengths and weaknesses well and are central to all decision making.
The school's evaluation of its performance	Good; results are carefully analysed and teaching and pupils' learning are closely monitored. The information is used well to make improvements.
The strategic use of resources	Very good; the school receives several grants and uses these very effectively to help pupils to improve. Information from national and local sources to enable the school to measure its progress is used wisely to ensure the principles of seeking the best value are applied

Staffing, school accommodation and resources are good overall. The use of learning assistants to support pupils' learning is a strong feature.

## 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>• Children like school, behave well and make good progress.</li> <li>• Teaching is good and teachers expect pupils to work hard.</li> <li>• The school is well managed and parents feel comfortable about asking for help.</li> <li>• The school helps children to become mature</li> </ul>	<ul style="list-style-type: none"> <li>• The level of homework provided.</li> <li>• The flow of information about pupils' progress.</li> <li>• A closer working relationship.</li> <li>• The range of extra curricular activities</li> </ul>

The school maintains good relationships with parents and the inspection team agree with the parents' positive views of the school. Less than a third of parents returned the questionnaires. Of those, just over 20 per cent felt that homework and extra curricular activities needed to be improved. The inspection team judge that the range of extra curricular activities is good and the level of homework provided is satisfactory. The amount of time pupils are expected to spend on homework is clearly communicated to parents. A similar number of parents felt that they would prefer to work more closely with the school and receive more information about their children's progress. The inspection teams' investigations during the week revealed that these two concerns are related. Parents explained that consultation evenings finish too early for working parents to attend and the summer parents' evening is too late in the term for any necessary improvements to be made. The inspection team agree with parents about the timing of parents' evenings and that there is scope for improvement.

## **PART B: COMMENTARY**

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

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

1. Pupils enter school with well below average attainment. They make steady progress through Key Stage 1 but the standards reached by pupils aged seven are still well below average in mathematics and science. However, English is a high priority and reading, particularly, receives a lot of attention from teachers and support staff. Consequently, pupils make good progress and although standards in writing are below average, standards in reading match the national average. Results from national tests and teachers' assessments in 2000 were higher than ever before and higher in mathematics and science than they are likely to be this year. A fair number of pupils reached the higher levels and the results matched those in similar schools and were higher in reading. However, this was a good cohort and fewer pupils have special educational needs than is the case in some of the other classes. These pupils are now achieving well in Year 3. Results in English and mathematics have improved steadily since the last inspection.
2. At the time of the last inspection, pupils left to attend middle school at the age of nine and there are no results for eleven year-olds to compare with standards today. Year 6 pupils will be tested for the first time this year therefore standards are judged on the basis of lessons, pupils' work seen and the school's own assessments. Standards of pupils in Year 6 are below average in English, mathematics and science but this represents good achievement, taking into account their prior attainment. The headteacher and staff are very concerned that the first group of Year 6 pupils to take the national tests reach creditable standards. They are using every strategy available to improve their performance. For example, teachers have given pupils previous test papers, marked them, identified areas that cause problems and worked on them. Challenging targets have been set and specific targets have been agreed with individual pupils to spur them on. Booster classes take place to help pupils who are on the borderline to reach the level above. The headteacher, senior staff and subject co-ordinators carefully check the progress pupils make in their books. They also observe teachers taking lessons, after which they comment on the good features or suggest where improvements could be made. These measures are having a significant impact on standards.
3. Children start school with well below average levels of knowledge and understanding. Baseline assessments of children starting the nursery show that very few children understand letters, words or numbers. Children make very good progress in the nursery. They settle quickly into everyday routines, behave well and make significant gains in all areas of learning. The reception class teacher is temporarily covering for absence and has limited experience of this age group. However, she is well supported by colleagues and this ensures that children make satisfactory progress, although opportunities are missed to capitalise on children's readiness to take the next step. By the age of five, on balance, children have made good progress, but very few are on course to reach the goals expected in language and literacy, mathematics, knowledge and understanding of the world or in their creative, physical and personal development. However, they do achieve well overall, particularly in their personal, social and emotional development.
4. Standards in information communication technology have improved significantly since the last inspection. Pupils now make good progress and reach the levels expected.

The development and use of the computer suite has been a major factor, but teachers have shown a determination to improve their knowledge and understanding of how to teach the subject. Standards in religious education are higher than expected at both key stages. Pupils develop a good understanding of Christianity and other religions and make good progress in learning how religious ideas can affect their everyday lives. Pupils' achieve well in art and the making aspects of design and technology. Two particularly talented pupils achieve very high standards in three-dimensional work and in their use of computer graphics. Pupils achieve well in geography in Key Stage 1 where the teachers' experience of living and working abroad adds richness to their learning. Pupils achieve well in history in Key Stage 2 largely because of good planning of educational visits and the interest generated through the use of artefacts. Pupils make steady progress in other subjects but too few lessons in swimming results in less than half of pupils reaching the expected 25 metre standard.

5. Work seen during the inspection shows that pupils make good progress in reading. In Key Stage 1, they learning letter sounds and how to blend these together to make words and by Year 2 they read aloud with fluency and accuracy. In Key Stage 2, pupils are taught well how to study different texts. They learn to read in sufficient depth to identify the key features in a story and higher achieving pupils explain correctly the differences in authors' different styles. Pupils' writing skills, such as spelling, grammar and punctuation are progressing nicely because these aspects are well taught. Many pupils have a limited vocabulary but by the age of seven pupils are able to construct simple sentences and sequence the events in a story correctly. By the age of eleven, pupils' vocabulary has improved significantly and they understand how to vary their writing to suit different readers. However, pupils have not improved enough in the presentation of their work and this caused difficulties in reading each other's work. From a low starting point, they make good progress and by the age of eleven, have acquired the confidence and fluency to enable them to converse and explain their ideas clearly. Teachers have good knowledge of the subject, enjoy teaching English and have implemented the literacy hour effectively. These factors are enabling pupils to achieve well and are leading to the improvements in standards.
6. Pupils make satisfactory progress in mathematics in Key Stage1 and good progress in Key Stage 2. Pupils achieve well in the whole class mental mathematics sessions in almost all classes. For example, regular practice of mental mathematics practice enables Year 2 pupils to add three numbers together quickly and accurately and Year 6 pupils to add and subtract large numbers. Pupils are developing confidence in their capacity try different approaches to solve mathematical problems. This is because teachers encourage pupils to try out and discuss different strategies to help them to understand that there are several routes to solving problems. One area where pupils are not achieving well is the presentation of their work. They do not set out their work carefully and this gives rise to calculation errors.
7. Pupils in Key Stage 1 make satisfactory progress in science overall. However, previous learning is not consolidated as well as it might be because too few experiences are recorded in their books. Their practical skills of predicting and observing develop at a much quicker pace. Pupils achieve well in all aspects of science on Key Stage 2 and make very good progress in understanding how to investigate problems by planning fair tests, recording their results and drawing the right conclusions. For example, Year 6 pupils investigate how solids and liquids, such as wax and ice, change when they are heated and cooled. Through this they begin to understand processes such as evaporation and condensation and use this to explain the water cycle.

8. The progress of pupils with special educational needs is good and their needs are identified at an early age. In English and mathematics, particularly, work is adapted to their learning needs. Pupils are taught the skills identified in their individual targets and they learn in small steps with much individual help. The experienced and well-trained learning support assistants who work with them help them to learn and concentrate on the lessons. Many pupils are still learning to speak English. They also make good progress. Good communication between the learning support assistants and the class teacher ensures pupils learn the same things as the rest of the class but with a greater emphasis on the language needed. There is little difference in the progress made by boys as compared to girls, although results are carefully monitored to ensure that all of the different groups of pupils are reaching their potential. The school does not have any academically gifted pupils, but two artistic pupils are achieving particularly well compared to their peers. They are encouraged to express their ideas using clay and experiment with graphics on computers to foster their talents.

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

9. Pupils' attitudes and behaviour are good and their personal development is very good. Relationships between all members of the school community are very good in helping the school to uphold its aim of preparing children to live in a diverse community. This reinforces the findings of the previous inspection. Pupils in both key stages have good attitudes to learning, apart from infrequent occasions when lessons lack pace and challenge. The attitudes of some pupils in Key Stage 1 are weaker, mainly because they have not yet formed positive relationships with changing supply staff. Most pupils are enthusiastic, interested in their work, concentrate well and respond promptly to their teachers. In a Year 2/3 physical education lesson, pupils set out the apparatus in a safe and sensible manner and were excited and eager when demonstrating 'travelling' skills. They made good progress in analysing and evaluating each other's performance. Some mature and perceptive ideas emerged from Year 6 pupils when they explored the issues surrounding bullying. Pupils confirm that any incidents of bullying are always dealt with promptly and effectively when reported.
10. Children good attitudes in the nursery and reception class are fostered well through good links with parents. Children in the nursery listened well to a story about 'The Teddy Bears' Picnic' then engaged in role play. This was of great benefit to those children who had very little English. By their response to the lesson, it was apparent that they had understood the main points of the story without understanding the words. The sensitive way that teachers in the nursery pair up a new entrant with an older child results in children making good progress. This is particularly successful for those children with English as an additional language or with a special educational need.
11. Behaviour is good both in the classroom and around the school. Most pupils respond to the school's 'golden rules' which are displayed in each classroom. Occasional lapses of a minority are dealt with promptly and effectively. Pupils understand and follow school rules well and recognise the seriousness of the offence when sanctions are imposed. There have been three exclusions during the year prior to the inspection and this reflects the school's determination not to allow the poor behaviour of a few pupils adversely affect the learning of the majority who behave well. Good and often very good behaviour was observed in many lessons and activities. During a Key Stage 2 assembly on St. Valentine's Day, pupils behaved very well and took great delight in receiving their heart-shaped behaviour awards. Pupils move around the school in an orderly way well supervised by teachers and other adults. Parents expressed a concern about behaviour in the playground but no examples of inappropriate behaviour were seen during the week of the inspection.

12. The personal development of pupils is very good. Children in the foundation years quickly learn to accept responsibility. Children who have only been in the nursery for two weeks show remarkable progress in working together and sharing equipment. They are making good progress in extending their vocabulary and quickly learn to distinguish what is acceptable behaviour. Older pupils respond very well to the 'Buddy' system in looking after younger pupils. For example, Years 5 and 6 pupils help to run lunchtime activities for infant pupils. Members of the public often compliment pupils when they answer the office telephone at lunchtime. Pupils with English as an additional language respond well to their support teachers when withdrawn from classes for additional help. Pupils contribute to charity appeals which effectively improves their understanding of the needs of others. Participation in sporting and other events and visits out of school encourages team work and a sense of responsibility in pupils. Most parents are positive about the attitudes, values and personal development of their children and inspection findings endorse their view. The school lives up to its maxim that all members of the school community should respect 'all people of whatever race and culture'.
13. Attendance is satisfactory although still just below the national average. The school works very hard to maintain and improve attendance and it has met with some success since the previous inspection. Attendance has improved during the current academic year from 91.5 per cent last year to 93.9 per cent this year and the school is on target to achieve the national average for attendance. Unauthorised absence is above the national average but all teachers and other adults in the school work closely with the education welfare service to monitor and improve attendance. Many of the absences, both authorised and unauthorised, are related to parents taking children abroad for extended holidays. Not all parents appreciate the importance of good attendance. Most pupils are punctual and measures are taken to improve the punctuality of the few persistent latecomers.

#### **HOW WELL ARE PUPILS TAUGHT?**

14. Teaching is good and has improved since the last inspection when it was judged to be satisfactory. In the lessons seen, one per cent of the teaching was excellent, 20 per cent was very good, 46 per cent was good, 28 per cent was satisfactory and four per cent was unsatisfactory. The small amount of unsatisfactory teaching arose in lessons taken by teachers who are relatively new to the school and still learning how best to manage pupils and match the work provided to their different learning needs.
15. Teaching of children in the foundation stage of learning is good overall. In the nursery teaching is very good. Activities are very well organised, imaginative and purposeful. For example, the nursery staff organised an indoor picnic after reading a story on this theme. Children were involved in making sandwiches, matching them to each child in the nursery and talking about where the picnic would be and what it would be like. The children were highly motivated but more importantly they explored new ideas and improved their spoken language. The balance between the direct teaching of skills and children selecting their own activities is exactly right. At all times children are carefully observed and nursery staff intervene to ask questions to extend the children's use of language. Children's learning is continually assessed so the next stage of planning builds on what they learnt earlier. Teaching in the reception class is satisfactory. The supply teacher benefits from regular support from the headteacher and the shared planning done with the nursery teacher. This ensures that children have access to the same range of activities as the nursery. However, the teacher is less experienced and less able to take advantage of learning opportunities as they arise.

16. Teaching in Key Stage 1 is satisfactory but often good, particularly in the Year 2/3 class. The Year 1 teacher is standing in to cover the absence of the regular teacher and the Year 2 teacher has only taught Year 2 since September. Teachers cannot always ensure that all pupils stop work and listen to explanations and instructions immediately. In some lessons noise levels rise. This makes it harder for pupils to concentrate and learn. However, teachers receive good support from the headteacher and colleagues. In most lessons pupils settle quickly and work with good application, particularly in English, religious education and geography. In Key Stage 2, teachers almost always manage pupils well and relationships between teachers and pupils are very good. This ensures that lessons are quiet and purposeful and the climate for learning is very positive. In both key stages teachers are quick to praise pupils' good work. Pupils respond well and are encouraged to try even harder.
17. The planning of lessons is very good in both key stages. In each subject, the work to be covered over the half term is broken down into weekly lessons. This ensures that pupils' learning is built up steadily. Teachers are clear about what pupils are expected to learn and assess their understanding well by observing the way they complete the tasks and asking questions to probe their learning. For example, at the end of a Year 2 science lesson, the teacher gathered pupils together to ask if they understood how to make the electric buzzer sound on their quiz board games. Through astute questioning pupils were able to explain how an electric circuit can be made and broken.
18. In Key Stages 1 and 2, teaching methods used are successful in engaging pupils' interests and in helping them to understand new ideas. For example, in religious education, teachers bring in artefacts and use the pupils' own experiences of making pilgrimages and celebrating festivals to bring the subject to life. Pupils learn from each other and develop a respect for different beliefs and values. Pupils are taught how to investigate scientific problems very effectively. In Key Stage 1, they are encouraged to predict and observe closely and in Key Stage 2 they are guided to plan ahead and take account of different factors. Teachers are very aware that many pupils do not find learning easy. To help to overcome this, use a carefully sequenced step by step approach and ask pupils if they understand at all point along the way. For example, in design and technology, the Year 4 teacher demonstrated different types of stitches and produced a large instruction sheet for pupils to follow. She then asked pupils to show her the difference between running stitches and back stitches by making large shapes in the air. She could see at a glance who understood and who needed more help.
19. On balance, teachers aim high and set a good level of challenge for their pupils, although this is more pronounced in the nursery and in Key Stage 2. In the key areas of literacy and numeracy, the work set for pupils is well matched to their different learning needs on most occasions. However, in reception and in some Years 1, 2 and 5 lessons, teachers are less experienced and occasionally pitch the work at a level that is too easy or too difficult. In English and mathematics lessons, pupils are taught together effectively for the first part of the lesson. When they break into groups the work provided usually stretches the higher achieving pupils and is simplified for those who struggle to understand. Higher achieving pupils are encouraged to find out more using the library or the computer suite. Their learning moves on and this is why a fair proportion are working at the higher levels. However, teachers in Key Stage 1 do not expect enough of pupils' ability to record their experiences in science. Similarly, teachers in Key Stage 2 do not place enough emphasis on the importance of pupils presenting their work carefully.

20. Teaching of pupils with special educational needs is good. The targets set in individual programmes are specific and detailed and allow teachers to plan specially adapted work at the right level. Teachers use various methods very well to support pupils with special educational needs. Sometimes pupils work with others of a similar ability and receive extra help. For example, in an information communication technology lesson pupils with special educational needs worked together and with skilful guidance from the teacher learnt to use a database. They enjoy their lessons, and so work hard. There are good relationships between adults and pupils, which helps them to feel confident, and the work is at the right level of difficulty. The learning support assistants are experienced, well trained and are very capable. They provide very high quality support for the pupils.
21. Pupils who are learning English as an additional language are regularly assessed. Their needs are identified and specific learning programmes of good quality are provided. In class lessons, bilingual learning support assistants help pupils to understand the teacher's written and verbal instructions. Pupils with English as a second language are sometimes withdrawn. These sessions are very valuable in developing their spoken, reading and writing skills. They are given good opportunities to practise their speaking and listening skills and increase their range of vocabulary. Class teachers, language support teachers and learning support assistants work productively together. They frequently check whether pupils understand the work and adjust their teaching when pupils are unsure.
22. Teaching is good in English, religious education, art and geography in both key stages and good in mathematics, science, history, information and communication technology, design and technology at Key Stage 2. Teaching is at least satisfactory in other subjects. Teachers in the nursery, Year 2/3, Year 3, 4 and 6 have good expertise in most subjects and areas of learning. This enables them to teach the basic skills well.

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

23. The school meets all statutory requirements and provides a broad, balanced and rich curriculum. The quality and range of learning opportunities are good. The curriculum is better planned now than it was at the time of the previous inspection because of the improvements in the provision for information and communication technology and extra curricular activities. All of the subjects contained in the National Curriculum and the Early Learning Goals for children in The Foundation Stage are fully implemented. The curriculum is well planned, particularly in the core subjects. For example, in English, planning effectively develops pupils' poetic language and in mathematics planning ensures that the relationship between the development of numeracy skills and problem solving is closely tied. In science the acquisition of scientific knowledge is strengthened by regular opportunities for pupils to investigate and find out for themselves. Planning in all subjects ensures that pupils are able to build their knowledge and skills from year to year. The provision for religious education is good because pupils are able to gain a richness of experience of other religions. The school provides good opportunities for older pupils to understand more about their own faith by learning about different religions. For example, pupils listen to experiences contributed by pupils who have returned from a religious 'pilgrimage.'
24. The curriculum in the Foundation Stage is strong, particularly in the nursery. Here, there is a good balance between the direct teaching of skills, and opportunities for children to explore and learn for themselves. There are few weaknesses in the

curriculum provided but not enough swimming lessons are provided for pupils to gain competence in swimming 25 metres. In geography not enough emphasis is placed on the local environment and in science pupils do not record their experiences in books to help them retain scientific ideas. All subjects have clearly written programmes of work but the provision is more variable in design and technology and in geography because there is no regular co-ordinator to check that all aspects of the subjects are covered. The improvement since the previous inspection is especially focussed on the development of information and communication technology and in the introduction of the literacy hour, which has enabled the time given to reading to be more effectively used.

25. The teaching and learning of literacy and numeracy skills is good. These subjects are rightly given priority in terms of the time spent teaching them, the resources provided and the efforts made to monitor their success. This results in many pupils learning well.
26. The school has introduced the Foundation Stage well and clear learning objectives have been identified. There are good links with parents who are in regular contact with the staff. This ensures that children are happy and secure. The school has worked hard in this area and a good improvement has been made since the previous inspection.
27. Pupils have full access to all areas of the curriculum and equal opportunities to learn. For example, pupils with special educational needs are provided with individual specific learning plans. These are clearly written and identify exactly what needs to be done to help the pupils improve. Lower attaining pupils, and pupils learning English as an additional language, are given very good support. Skilled, enthusiastic and well-briefed learning support assistants make a very good contribution. Higher achieving pupils are given challenging work, particularly in the core subjects.
28. The school's provision for equal opportunities to include all pupils at their level of maturity in all that is taught is excellent. Every effort is made by the school to ensure that the needs of all pupils are clearly identified. Specific groups are organised in respect of their educational needs. A particularly good example of this was seen in science where pupils with English as an additional language, were guided in the use of the scientific language needed. A good range of extra curricular activities, which include both sporting and interest groups are organised. A very good range of residential visits are organised for pupils. These both enrich the curriculum and develop their personal and social skills.
29. There is a strong commitment to pupils' personal, social and health education and a specific programme of teaching has been identified. This provision is currently under review in the light of the school taking on provision for Years 5 and 6. The policy is being extended to include further development of sex and drugs education. Pupils are gaining social skills and showing increasing confidence when working together and sharing ideas.
30. There are very good links with the local community with many visitors regularly contributing to the education provided. The headteacher is particularly skilful in identifying any local initiative, which helps to improve pupils' learning. Very good links have been forged with local Christian churches and other world faith centres. The school organises numerous educational visits to support pupils' learning in the classroom. There are very good relationships with other schools that pupils transfer to, ensuring a smooth transition.

31. There has been an improvement since the previous inspection on all aspects of pupils' spiritual, moral, social and cultural development which were reported then as good overall.
32. Pupils' spiritual development is good. Collective worship is sensitively planned to meet the needs of children of different faiths and to enable pupils to reflect on their own lives and on special occasions. Religious education plays a very important part in pupils' spiritual growth. In these lessons, there are many rich opportunities for pupils to experience other faiths and a chance to reflect on their own beliefs. The school respects and values pupils' different beliefs and encourages pupils to do likewise. For example, during the special times put aside for faith worship, the school arranges for pupils who are not members of the main faith groups in school to spend time together. In this 'Rainbow group' pupils share their thoughts and feelings using important themes, such as the imagery contained in a poem by the hostage Brian Keenan whilst in captivity. The school gives children the opportunity for spiritual development within the curriculum. The expressive movements in a dance lesson when Year 4 pupils slowly awakened as 'Cats' to the music of Andrew Lloyd Webber was very spiritual in its intensity. Pupils were in tune with nature during an art lesson, they made the link with the shapes and textures seen during a visit to the park and the image they were creating in a collage.
33. Pupils' moral development is very good. Moral issues are frequently discussed in lessons and circle time gives pupils good opportunities to understand how others feel and think. Year 1 pupils were able to contribute good ideas on caring for the environment and they received an environmental award for their efforts. In science, pupils debate topics such as conservation and pollution. Golden rules are displayed around the school, many of which have been devised by pupils. School council members frequently discuss moral issues such as justice and doing the right thing. Pupils are encouraged and rewarded for showing respect for property.
34. The social development of pupils is very good. Group work is well planned and organised to bring pupils together to agree, discuss and plan. Older pupils are encouraged to help younger pupils particularly at lunch time. Ideas of friendship are discussed in circle time and children care for each other when they are upset. During a Talking Partners session, a pupil gave a very detailed and moving account of his relatives involved in the Indian earthquake. The comprehensive personal, social and health education programme is helping pupils to become good citizens and to take responsibility for their own actions towards others. Visits out of school including residential experiences are raising pupils' self-confidence and self esteem.
35. Cultural development is very good and reflects the school's aim of 'respecting the beliefs of others'. The school welcomes many visitors who bring a richness of experience to help pupils to understand society and the wider world. There was a calm, peaceful atmosphere when Year 2 pupils reflected on their visit to a Hindu temple. They explored the different features of the building and artefacts well. Pupils explore British culture in history through work on the Tudors and the Victorians. The school has made links with schools in the Gambia and in Australia. The display around the school reflects the richness of the cultures within the school community. On display are clothes worn on special religious occasions, pupils' art work and poetry and a collage representing Ancient Egypt. Pupils have good role models on the staff from a range of ethnic groups. The importance the school attaches to valuing all members of the school community is reflected in the '100 Blessings' on display in the school hall.

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

36. The school's procedures for caring for its pupils are good and are an improvement on those found at the time of the previous inspection. There are very good relationships in the school because teachers and support staff take their responsibilities seriously and show considerable care and concern for pupils. All adults show sensitivity to pupils' different personal needs due to the depth of knowledge they have of children in their care. Children in the foundation years receive a good start to their education in a secure, caring environment.
37. Everyone connected with the school is firmly committed to creating a climate of good behaviour where pupils feel safe and valued. There are very good procedures for promoting positive behaviour, firmly based on rewards and encouragement for pupils to behave well. This was seen in the very good management of pupils in almost all lessons. The reward system appeals to pupils and they value them as seen when they collected stickers for effort and behaviour in lessons. Sanctions are carefully thought through and are purposefully and fairly applied. Incidents of misbehaviour are discussed thoroughly so that pupils understand the impact of their actions on others.
38. Procedures for monitoring and promoting attendance are very good. There has been a significant improvement in attendance during the current academic year. This is due to a number of initiatives like the home school liaison officers who visit homes and communicate with parents. This is now having a positive effect on raising parents' awareness of the detrimental effect that extended absence has on their children's progress. The headteacher analyses attendance by gender, ethnicity and class and teachers are also vigilant in monitoring attendance on a daily basis. Registration periods are efficient and provide an orderly start to the day. The procedures are backed up effectively by the good use of information technology and a secretary who efficiently identifies emerging patterns of poor attendance. The school also receives good support from the education welfare service.
39. The health and safety procedures are good with several trained first aid officers. Pupils are supervised well at all times. Officers from the local education authority make regular visits to check the safety of the building and the caretaker is vigilant on a daily basis. Most subject policies have reminders for teachers about safe working practices. Child protection procedures are good and the local authority procedures have been converted into simple guidelines for staff to follow. There are many adults in school and together they monitor and keep track of pupils' safety and welfare very well.
40. Pupils with special educational needs and those who speak English as a second language are well provided for. Teachers ensure that their needs are fully considered when planning lessons and learning support staff work with these pupils during lessons, helping them to make good progress. For example, learning support mentors hold drama and activity sessions for pupils who may need extra help with spoken language. Along with the early intervention support workers, pupils are given access to a range of support and guidance. The school monitors and supports pupils' academic progress well and their personal development is enhanced through a comprehensive personal and health education programme.
41. Pupils benefit from the good support for their academic and personal development. This helps them to develop confidence, raise their personal esteem and take responsibility for their own learning, for example, in setting their own targets for improvement.

42. Procedures for assessing and monitoring pupils' academic performance are good overall. These procedures have improved since the last inspection. Assessment procedures are very well used in the nursery. They are not as secure in reception because the class teacher is not fully aware of the procedures outlined in the Foundation Stage Document. Base line assessments are used effectively in the nursery and children are assessed at the beginning and end of the reception year. Records of children's progress are kept through individual progress check sheets in language, literacy and mathematics and the analysis of their progress is used to plan future activities. Nursery nurses regularly assess children's play activities and the nursery teacher writes a termly analysis of what the children in her class have achieved. Parents see this record.
43. Assessment is very good in English and good in mathematics and in science. Teachers and pupils agree targets, monitor progress regularly through termly testing and teachers' marking has pointers for improvement. In mathematics targets are set and regular assessments measure progress effectively. In Science, the assessment is built into the teacher's planning and group targets are set. A system of recording the progress of pupils with all abilities has been set up. In the other subjects assessment is satisfactory. Opportunities to assess pupils' progress are always planned for and outcomes are recorded when lessons are reviewed.
44. The headteacher and senior management team conduct a thorough analysis of the attainment of each pupil at the end of each key stage. They use Bradford's excellent system of investigating the attainment of all different groups. Each term there is a shared staff meeting to discuss any problems which pupils may be having. This ensures that many different adults are keeping track of the pupils' personal development and enables specific provision to be made for them on a regular basis. They examine the data for general features and undertake a detailed scrutiny to identify the strengths and weaknesses of each group of children. This influences the work provided for them and the support that is needed.
45. All teachers keep records of individual pupils' progress. Pupils' personal progress is monitored well. Teachers are aware of what pupils need to do to improve.

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

46. The school's links with parents and the contribution of parents to children's learning at school and at home are good. This is an improvement since the previous inspection. Teachers and support staff try very hard to reach out to parents. For example, the home school liaison officer, the learning mentors and ethnic minority support teachers all make determined efforts to visit families in the home. However, not all parents respond as readily as the school would like. For example, the numeracy workshop was well attended but few parents took advantage of the opportunity to find out more about information and communication technology. Consequently, the impact of parental involvement on the work of the school and parents' views of the school is not better than satisfactory. Relationships with parents start in the nursery where parents and teachers work well together to help children to settle quickly. A number of parents questioned the level of homework provided. The inspection team judge that homework is well organised and there is a clear policy that explains to parents how much homework children should do. The school subsidises the cost of study books in literacy, numeracy and science to encourage parents to support their children's learning at home. These are positive signs of the school's efforts to inform and involve parents.

47. A small but loyal band of parents respond warmly to encouragement to help in school and work hard to provide funds for example for new curtains for the hall. Senior staff are interested in how parents see the school and have sent out a questionnaire seeking parents' their views on various aspects of provision. As a result of this, the format of reports to parents has been modified.
48. The quality of the information which parents receive is good overall although parents confirm that the gap between the autumn meeting and the summer meeting is too long. The timing of parents' evenings is unsuitable for some working parents as the meetings end at 7pm. This could be a factor in the poor attendance at some of the meetings and explains why thirty per cent of parents who returned the questionnaire would like more information on pupils' progress and a closer relationship with the school. Parents at the meeting confirmed that they feel welcome to ask for help at any time. The school shows good initiative in informing parents about what pupils are expected to learn. For example, the key points for learning in science are now given to Year 4 pupils. Regular newsletters explain to parents what pupils are expected to learn over the forthcoming term. Of the few questionnaires returned some parents were not happy with the range of activities provided outside lessons. The inspection team agrees that these views are not justified because the range of extra curricular activities provided is good.
49. Annual reports on pupils' progress are good and give parents a clear idea of progress made and targets for future development. Publications such as the prospectus and the annual report of the governing body are satisfactory but not inspiring. As noted at the time of the previous inspection, written communications with parents are not translated into more than one language. The headteacher confirms that there is usually a member of each family with a good knowledge of the English language. If this is not the case, the home school liaison officer helps parents to understand documents like the admission form and medical records. The home school agreement sets out the various responsibilities of pupils, parents and teachers.
50. The headteacher has a visible presence around the school and most parents have a high regard for her. Staff are approachable and parents concerns are dealt with sensitively.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

51. The overall leadership and management in the school are excellent, and have continued to improve on the very positive judgements made at the time of the last inspection. The headteacher leads the school very effectively and is ably supported by a strong governing body, which provides very good support to the headteacher in shaping the direction of the school. After a very careful and thorough analysis of the needs of the school each year, the headteacher guides the governors and teachers to correctly identify the tasks which need to be tackled. These tasks are accurately prioritised so that the most important issues of raising standards and improving the quality of teaching are equally balanced with the school's own aims to prepare the pupils to contribute positively to the diverse and changing society in which they live. The headteacher is very successful in enabling teachers and support staff to work effectively as a team. She is ably supported in her work by an impressive deputy headteacher and senior management team who undertake their roles and responsibilities confidently, committed to providing a strong team partnership. Teachers, administrative staff, non-teaching assistants, governors and members of the local community are valued for the contribution they give to providing the pupils with

the best environment in which to learn. The school development plan is built together jointly by these contributors and acts as a very good working document on which the school judges it's own effectiveness. Targets are set for action, dates for completion are agreed, and resources for implementation are charted and supported by careful financial planning. The school has not had a local authority audit of its' financial systems for several years, but they seek consistently to ensure that present arrangements are efficient and accurate.

52. The aims and values of the school are reflected very well in daily school life through:
- the relationships formed between adults and pupils;
  - the consistent attention to improving the quality of teaching;
  - the rising rates of progress; and
  - the very good strategic planning of specific funding for resources and staffing.
53. The headteacher has set up a good system to monitor the quality of teaching in English, mathematics, science, information and communication technology and music. Teachers are observed, and a good range of in-service opportunities supports areas for development in their teaching. Other curriculum co-ordinators monitor their subjects through a review of teachers' planning and displays of pupils' work. There is little non-contact time at present for co-ordinators to monitor pupils' learning in the classrooms, in curriculum areas, which are considered to be low priority status in the school development plan.
54. The arrangements for establishing performance management in school are developing well, in line with the legal requirements for implementation placed on governing bodies. Teachers are beginning to set targets to improve pupil progress and also to undertake professional development to improve their own specialist knowledge. Teachers new to the school are involved in a good induction programme. This includes a good opportunity to spend time in discussion with the headteacher, as she feels it is important that everyone understands and supports her priorities for pupils in the school.
55. There are good levels of resources in school in terms of staffing, materials, and accommodation. The recent initiatives to establish both a school library and information and communication technology suite are already proving beneficial in raising standards and a good use of the school monies.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The school is successful and there are no major issues for improvement. However, there are four minor issues that the headteacher and governors should include in their action plan. These are to;

- (1) consult parents about the timing of parent teacher evenings and modify the times accordingly;

(Paragraph 48)

- (2) ensure that Key Stage 1 pupils strengthen their understanding of science by recording their experiences regularly;

(Paragraphs 7, 19, 24 and 83)

- (3) ensure that Key Stage 2 pupils present their work carefully;

(Paragraphs 5, 6, 19, 71, 74, 80 and 84)

- (4) raise standards in swimming.

(Paragraphs 4, 24 and 107)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	20	46	29	4	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)	61	257
Number of full-time pupils eligible for free school meals		90

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		63

English as an additional language	No of pupils
Number of pupils with English as an additional language	106

Pupil mobility in the last school year	
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	23

### Attendance

#### Authorised absence

	%
School data	6.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.7
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	17	19	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	13	13
	Girls	18	18	18
	Total	33	31	31
Percentage of pupils at NC level 2 or above	School	92 (68)	86 (78)	86 (84)
	National	84 (82)	85% (83)	90% (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	14
	Girls	18	18	18
	Total	29	30	32
Percentage of pupils at NC level 2 or above	School	81 (70)	83 (80)	89 (82)
	National	84 (82)	88% (86)	88% (87)

Percentages in brackets refer to the year before the latest reporting year.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	16
Pakistani	84
Bangladeshi	0
Chinese	0
White	112
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	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	1
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)	12.5
Number of pupils per qualified teacher	24.5
Average class size	28.5

### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	256

### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	10.3
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*FTE means full-time equivalent.*

## **Financial information**

Financial year	1999 - 2000
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	£
Total income	461,072
Total expenditure	446,206
Expenditure per pupil	1,550
Balance brought forward from previous year	2,477
Balance carried forward to next year	17,695

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	279
Number of questionnaires returned	82

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	3	0	1
My child is making good progress in school.	43	50	5	1	1
Behaviour in the school is good.	32	56	6	3	3
My child gets the right amount of work to do at home.	31	40	15	5	10
The teaching is good.	50	45	2	1	1
I am kept well informed about how my child is getting on.	34	38	25	2	1
I would feel comfortable about approaching the school with questions or a problem.	47	47	2	2	2
The school expects my child to work hard and achieve his or her best.	49	36	7	2	6
The school works closely with parents.	27	48	16	5	5
The school is well led and managed.	26	57	5	7	6
The school is helping my child become mature and responsible.	32	53	9	3	2
The school provides an interesting range of activities outside lessons.	25	33	19	7	16

## **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**

57. Currently the nursery has 61 part time places in the morning and afternoon sessions. Children move from the nursery to the reception class in September and January. The younger children generally form the nucleus of the afternoon nursery session. At the time of the inspection a teacher on a temporary contract was working with the reception class since September. She is relatively inexperienced and works closely with the headteacher. However, the planning of lessons and activities is done with nursery staff and this helps the reception teacher significantly. The recently appointed co-ordinator has fully implemented the requirements for the Foundation Stage. The adults working in the nursery are skilled and enthusiastic. There are very good relationships with parents who are confident in the provision provided by the nursery. This is an improvement on the findings of the previous report.
58. Children enter the nursery with skills and understanding that are well below those for their age nationally. This is because over half the children are learning English as an additional language. They make very good progress due to the very good quality of teaching in all six areas of learning and the high level of co-operation between the nursery team. The children achieve particularly well in personal, social and emotional development. Inspection evidence shows that children make steady progress in the reception class due to the satisfactory quality of teaching. There are wide variations in the in the ability of the groups of children entering the nursery from year to year. The current reception group entered the nursery with lower than usual standards. Only a small percentage of these children are on course to achieve the expected learning outcomes by the age of five. The best progress is made in their personal and social development.

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

59. Most children make good progress in personal and social development as a result of the good teaching and provision. Adults work together successfully and are very caring, supportive and encouraging in praising children's achievements. They are very good role models, they listen with genuine interest to what children have to say and speak with courtesy and consideration. This is particularly strong in the nursery and promotes children's self-esteem and fosters the development of good relationships with adults and with each other. Children settle quickly and happily into daily routines such as registration, story time and moving to other parts of the school. Staff have high expectations of children's behaviour and resources are often organised well to enable children to understand daily routines. This promotes children's behaviour, which is always very good in the nursery and at least satisfactory in reception. Throughout the Foundation Stage children co-operate well with each other in pairs and groups. They take care and share equipment with one another. Occasionally, in the reception class children become restless. This happens when they do not understand what is expected of them or they have to sit as a whole class on the carpet for too long with nothing practical to engage their interest. However, throughout the Foundation Stage children show at least good levels of perseverance when they select a task. Children are beginning to take responsibilities and are developing a good awareness that some actions are right and some are wrong.

## **Communication, language and literacy**

60. Very good teaching in language and literacy enables children in the nursery to make very good progress in their learning. Initial and ongoing assessments are used to group children, making it easier for teachers to match the work provided to their needs. Through conversations with children and by means of questioning, adults develop children's understanding and extend their vocabulary well. Although many of the children who are learning English as an additional language are just beginning to speak individual words, most are confident to approach visitors and want to communicate with them. Older children have more fluent speech and the best group is attaining standards in language and literacy that are typical of children of this age.
61. Teaching of language and literacy in the reception class is sound. Children benefit from a suitably modified literacy session, particularly in the 'shared text' and 'word' activities. However, the children are not always challenged to become fully independent learners because there is too much direct control by adults, which prevents them from experimenting with language and talking within their groups. Children are beginning to enjoy stories and show enthusiasm and interest when they are involved in the 'Teddy Bear Stories' and 'The Picnic', which were planned well by the adults to give children every opportunity to be involved in conversations. Over half the older children in the nursery write their names independently. In the reception class the older children are able to complete a sentence and copy words and simple sentences using over writing and under writing techniques. Children are beginning to write simple sentences in sequence to explain how they constructed their stick puppets. Average and more advanced children use picture clues well to help them read a simple sentence under an illustration in a reading book. Those children learning English as an additional language do not yet associate the book illustrations with the chosen words but they are systematically extending their vocabulary.
62. Many children in the nursery enjoy making marks and their pencil skills include writing patterns that have correctly formed letters and basic words. They enjoy browsing through a picture book and hold it in the correct position. They welcome the opportunity to listen to stories well told by enthusiastic and caring adults.

## **Mathematical development**

63. Very good teaching and the valuable mathematical experiences provided in the nursery enable children to increase their understanding of numbers to five and sometimes beyond. More advanced children apply their knowledge of number values to tally the food preferences of their group as they prepare to make sandwiches for the 'Teddy Bears' picnic. Adults carefully intervene when children have chosen a mathematical activity to introduce correct mathematical vocabulary, for example 'which is the largest piece of string'. When children are investigating mathematical shapes, the adults seize the opportunity to introduce the correct word. Very good observations of children's mathematical progress are recorded. This enables appropriately challenging mathematical activities to be prepared. These assessment procedures are not as evident or reliable in the reception class and sometimes children are given tasks that are too difficult for them to complete. Children are being taught initial addition and subtraction skills. Throughout the Foundation Stage children enjoy singing songs that support and reinforce their counting skills. Adults often change the words of the songs to reinforce children's learning of new topics. For example 'Five Brown Teddies sitting on the wall'.

## **Knowledge and understanding of the world**

64. Very good provision in developing knowledge and understanding of the world, helps children in the nursery make very good progress. For example, adults encourage them to work with clay, moulding and shaping it to make 'furniture for little people'. Through well-planned opportunities in information and communication technology, children are becoming familiar with the computer keyboard and use the mouse with increasing control to work the programme menu. They confidently assemble imaginary vehicles and buildings using construction kits and recyclable materials. Adults quietly and effectively intervene to talk about their work, using questioning techniques well to help the children identify the best adhesive tape for the job. Children are taken on walks around the school premises, grounds and locality. They study the types of toys played with by their grandparents. These early geographical and historical skills are continued in the reception class but there are limited opportunities for children to experiment with the mouse or to include their own ideas when they construct stick puppets only produces steady progress.

## **Creative development**

65. Good provision in creative development helps nursery children make good initial progress. They use a variety of materials to make marks. They use delicate tubes of icing mixture to create faces on the biscuits they are to eat at snack time. Individual children experiment with paint, applying it confidently on paper to represent portraits, pictures of buildings and aspects of the local environment. Children concentrate on the computer screen, using the mouse to drag geometrical shapes into position to create a railway engine. Adults teach particular creative skills and techniques showing children how to roll out clay using brushes to keep the surface moist and stick clay cylinders to clay slabs to form basic tables and chairs.
66. Sound provision is made in the reception class and children make steady progress as they paint, sketch, draw and create three-dimensional images in the form of collages of farm animals using everyday materials. Children experiment with crayons, felt tip pens and other mark making tools to create patterns. They draw figures to illustrate the simple sentences they compose.

## **Physical development**

67. Through good provision children in the Foundation Stage make good progress in their learning in physical development. Children show increasing control and co-ordination when using a typical range of tools such as pencils, paintbrushes and scissors when they draw and write. They handle construction apparatus competently. Nursery children balance and climb and slide skilfully and safely. They ride a typical range of wheeled vehicles with good control and are careful not to collide with other classmates. During movement lessons, which are carefully structured, they follow instructions well to walk, skip, dance and travel to the rhythm of the music.

## **ENGLISH**

68. From a low starting point on entry into school, pupils achieve well through Key Stage 1. However, the numbers of pupils in school with English as an additional language is high and many pupils have special educational needs. These factors affect the standards that pupils achieve in speaking and listening, reading, and writing at seven years of age. The development of pupils skills in all aspects of English are a school priority and much attention from teachers and support staff is given to strengthening

pupils' skills. By the age of seven, standards in reading are average and higher than in similar schools. Standards in writing are below average but match those obtained by pupils from similar backgrounds. Inspection findings broadly reflect the test results for the year 2000. Results have shown good improvement since the last inspection.

69. In the year 2000 there were no pupils in school eligible to take the end of Key Stage 2 national tests for eleven year olds, however the school predicts that overall the standards of pupils currently at the end of Key Stage 2 remain below national averages. Inspection findings confirm these overall predictions, including the expected levels for pupils with English as an additional language and pupils with special educational needs.
70. Overall, pupils in both key stages make good progress. In Key Stage 1 there is good progress in the lessons of the more established teachers, but the newly appointed teachers are still getting to know their pupils and in these classes progress is satisfactory. All teachers plan well in this key stage but in the good lessons the teachers' expectations are higher, and the pace of activities is more rigorous. The teachers have good subject knowledge and teach the literacy hour successfully. The support teachers, learning mentors, and support assistants are a valuable support in many literacy sessions, improving the opportunities for pupils to work in smaller groups where specialist help is well focused to give direct help. The very good procedures for assessment of the younger pupils by the school and local authority has helped the school identify needs and plot the progress of each pupil. There is good attention given to this information in curriculum planning by all Key Stage 1 teachers in order to identify the next area of development in reading, writing, speaking and listening, so that focused intervention can be provided. The good progress in this key stage is further encouraged by the successful programmes of early intervention to improve the teaching of phonics in Year 1, and provide additional reading practice in Year 2 through the 'Better Reading Partnership'.
71. In Key Stage 2, all pupils make good progress in almost aspects of the English curriculum, apart from the presentation of their work. The literacy hour is taught effectively to all pupils, and within ability groups for pupils in Year 4, Year 5, and Year 6. The teaching of literacy in two thirds of lessons is good, and occasionally very good. All pupils have additional English lessons and also many opportunities to improve and consolidate their learning through the use and practice of English skills across the curriculum, for example in scientific reports, or poetry writing in religious education lessons. Teachers' planning is very good and builds effectively from the very good assessment of the needs of pupils. All teachers have good subject knowledge and teach higher order skills well. In the best teaching the teachers encourage the pupils to be independent in their learning, to evaluate and make choices, and to become participants in the learning process setting their own targets for improvement. The teachers' enthusiasm for their subject is transmitted to pupils through a variety of interesting activities, which introduce pupils to literature, poetry and biography, and motivates and enthral them. These teachers have very good subject knowledge, very high expectations, and maintain a very good pace in all their lessons. Satisfactory use is made of homework to consolidate work in school but the effect overall on progress of pupils across the school is varied and depends on the value placed on its' use by teachers and also on the response of pupils.
72. Pupils make good progress through school in speaking and listening. When they enter the National Curriculum most pupils are developing their receptive language but have a limited vocabulary of their own. For many pupils as English is an additional language they are still gaining in confidence to speak in small groups or individually to the

teacher. In all literacy lessons there is a strong emphasis provided by the teacher to ensuring all pupils have the opportunity to answer questions, to explain their ideas, and to talk about their work together in plenary sessions. As pupils often work in small groups the teachers are able to introduce new technical vocabulary and pupils have the opportunity to practice its' use in role play, and discussions. By the age of seven most pupils will speak confidently to the class group and many are able to explain their ideas successfully. Pupils are encouraged to listen to stories. In Year 1 many pupils are still developing this skill but by the age of seven years most can listen to a story not only in the classroom but in other settings, for example in faith worship activities in the hall. Many pupils still need reminding to listen to instructions carefully, but they respond well to advice, and are making good progress by the time they move into Key Stage 2 in listening to others, taking turns, and in recall of tasks. In Key Stage 2 the pupils in all the curriculum areas are encouraged to use technical vocabulary during their discussions. When they have circle time activities they have the opportunity to discuss personal issues and to listen and respond to the opinions of others. By the age of eleven most pupils participate confidently in the classroom or in less formal situations and can converse comfortably in technical discussions using appropriate vocabulary. They classify accurately and explain their ideas clearly. Some pupils are hesitant when addressing visitors or in large groups such as assemblies.

73. In reading all pupils make good progress. The school has placed a strong emphasis on improving reading by providing a plentiful supply of good quality books to pupils. This includes a wide variety of reading scheme material and good class readers appropriate to the age, interest, and ability of the pupils. By Year 2 they are developing good phonic building skills and are make good progress in reading aloud fluently. The more able pupils in this year group enjoy reading and have a favourite story. Many pupils can read a variety of texts and are beginning to consider the reader and the context of the writing when reading aloud. For example in reading a play script they are beginning to use voice variations for the different characters, or in reading poetry they note the pattern and rhyme in the verse and read effectively. Other pupils enjoy traditional tales such as Aladdin. Less confident pupils enjoy reading with an adult and can explain a story by its' pictures and using a few key words in the text. By the age of eleven the pupils have made good progress in reading. Most enjoy reading although less confident pupils rely on teachers to introduce them to new literature. These less confident pupils with help can compare the similarities and differences between stories. For example in a lesson during the inspection they compared the plot, characters, and setting in the traditional story of 'The Three Little Pigs', with the more modern version of 'The True Story of the Three Little Pigs' by Jon Scieska. Independently the pupils have been able to identify the key features of each book. Many pupils have favourite authors and include the writing of many modern classics in their choices. More able pupils have very good reading and evaluative skills. They read a variety of literature and reflect skilfully on the writing styles of different authors, play-writers and poets. They have good knowledge of different poetic styles and confidently identify and discuss the metre of a limerick, or the imagery of a parody or doggerel poem. Many can use technical terms such as onomatopoeia, or alliteration to explain their opinions. Some pupils visit the local library and all understand how to use a library and have appropriate library skills for their age. The newly established school library is proving valuable in encouraging pupils to improve their library and research skills.
74. Standards in writing are improving due to the increase in opportunity given to pupils in the weekly timetable provision to write regularly and independently. In both key stage pupils are making good progress. Although some pupils find it difficult to write, especially those for whom English is a second language, all pupils settle quickly to a writing task and concentrate well. They are proud of their achievements. By the age of

seven the more able pupils can compose simple sentences and add simple punctuation. They sequence a story accurately. Other pupils can write their own ideas, but are still spelling many words inaccurately and do not always space their work out appropriately. For some pupils there is still some difficulty writing in sentences. Some have only a limited vocabulary in English and they find it hard to create sentences to explain their thoughts. Most can copy write, but cannot always reread their writing. Letter formation and presentation of work is inconsistent throughout the key stage, and for some pupils has a detrimental effect on their ability to read their own written work. By the age of eleven most pupils have made good progress in both the construction and style of their writing. They understand how writing is changed to suit different readers and many construct sentences using the correct grammatical terms and with a mature vocabulary. However some pupils find it hard to write in a timed session, and others are unable to sustain the purpose or organisation of writing throughout their work. Many pupils have unsatisfactory standards of presentation and are unsure of the qualities reflected in work, which is well presented. The co-ordinators are aware of this problem apparent in both key stages and are seeking to address the issue.

75. The subject is lead and managed by a team of very good co-ordinators who have a very clear vision and excellent sense of commitment to raise standards and also encourage the pupils to appreciate the joy which literature can bring. They are supported very effectively by the headteacher. Together they provide a vibrant literary environment in which their own enthusiasm and interest are shared with staff and pupils.

## **MATHEMATICS**

76. The standards reached by pupils aged seven in the tests taken in the year 2000, indicate that the results obtained were below those that are found nationally but close to the average for similar schools. The current Year 2 pupils are achieving steadily but there are more pupils with special educational needs in the group and standards are well below average. Pupils make good progress throughout and their attainment has improved despite standards being below average by the age of eleven. Standards have improved since the last inspection and the school is determined to continue this improvement. The subject co-ordinator provides strong leadership. She analyses results, checks pupil's work and observes teaching and learning. This is having a positive effect on raising of standards. The quality of teaching and the progress made by the pupils is carefully monitored and any weaknesses are pinpointed and systematically dealt with. Test results are analysed to show where children could achieve better. Resources for the subject are good and they are used well to support the learning. There is no significant difference in the performance of boys and girls. Pupils with special educational needs are supported very effectively by their class teachers and classroom support assistants and make good progress in developing their basic skills in relation to their ability. For example, in a Year 4 class the lower attaining group were working with a classroom assistant and making good progress in understanding the concept of subtraction. During the inspection there was evidence of pupils achieving well in all aspects of mathematics, including using and applying mathematics.
77. Mathematics is used effectively to support learning in other subjects. For example, in Year 3 the work on compass directions helps pupils to understand map reading in geography. The link with science is strengthened when pupils collect data, organise it in charts and present their findings using graphs. Mathematics is also effectively linked to information and communication technology through work on databases.

78. The National Numeracy Strategy has been successfully implemented throughout the school. Teachers have a good understanding of the purposes of the different teaching strategies, particularly the development of mental mathematics. Teachers are skilful in improving pupils' speed and accuracy and successfully maintain their interests and keep them involved. They use resources, such as number sticks and fans, effectively to help pupils to visualise numbers and operations. Lesson planning is very specific. Teachers are clear about what pupils are expected to learn and share this with pupils before the lesson begins. Discussion sessions at the end of the lesson are used well to correct any misunderstanding of what has been learned during the lesson.
79. Pupils achieve steadily in Key Stage 1. During the whole class part of lessons pupils respond well to teachers' explanations and probing questions. In Year 2, for example, pupils use their number skills well to add three numbers together. They understand the properties of two-dimensional and three dimensional shapes but there are few opportunities for them to gain practical experiences of estimating and measuring using standard measures. Pupils make steady progress in group work in key Stage 1. Interesting activities are provided and pupils are given the right level of work to match their different learning needs. However, their learning is sometimes disturbed when noise levels rise or when pupils are taken out for a music lesson and have to pick up their mathematics again once the music lesson is over.
80. Pupils achieve well in Key Stage 2 because of the good teaching. Pupils work at a quick pace and their understanding is helped because the teachers carefully link new learning to what pupils have learnt earlier. However, pupils do not set their work out as carefully as they should. For example, numbers are not always placed in straight rows and columns and this leads to inaccuracies in calculation. Pupils achieve very well in Year 6 where they learn to add and subtract large numbers with speed and accuracy.
81. Teaching is good overall but ranges from unsatisfactory to very good. In Key Stage 1 the teaching is mainly satisfactory. In Key Stage 2 teaching is usually good or very good. The one unsatisfactory lesson happened because there were problems with the use of the overhead projector. This slowed the pace of the lesson and pupils became restless. However, this was an isolated incident that did not happen in any other lesson in this class. Teachers have good subject knowledge and this is reflected in the lesson planning that targets the learning needs of different pupils well. Good questioning is a strong feature of the teaching. The teachers use challenging and open-ended questions to test pupils' knowledge. This help to build on previous knowledge and help pupils acquire new skills and understanding and make gains in their learning. For example, the Year 4 teacher carefully explained the targets for the week and how these would be built on the work covered earlier. As a result, pupils were able to recognise multiples of ten and a hundred. In the best lesson in Year 6, the teacher's good relationship with the class motivated the pupils to work hard. They produced high quality work, measuring and labelling angles accurately using a protractor. The methods the teacher used enabled the pupils to learn effectively. Throughout the school teachers encouraged the children to explain their answers and this is helping to build up the children's confidence and understanding of mathematics.

## **SCIENCE**

82. Many pupils start school with little background knowledge. They achieve steadily through Key Stage 1 but standards are still well below average by the age of seven. Pupils make good progress through Key Stage 2 and rapidly start to catch up. By the age of eleven, their knowledge and understanding of science is below average but their skills of investigating and finding out for themselves are a match for most Year 6

pupils. Pupils were judged to have been achieving well in science at the time of the last inspection and many of the good features have continued. Science Pupils' good ability to follow through practical investigations was also commended at the time of the last inspection. The good achievements in science reflect the good teaching and pupils enjoyment of the subject. In addition, the co-ordinator provides strong leadership. She has put together and well organised curriculum and monitors teaching and learning closely. For example, assessment results are carefully analysed and any gaps in pupils' understanding are strengthened.

83. Pupils make steady progress through Key Stage 1 but they make good progress in acquiring practical skills, such as predicting what might happen and observing to see if they are right. Another good feature is the link between science and real life. For example, pupils learn about push-pull forces in relation to the pedals and brakes on a bicycle. However, pupils find difficulty in recalling earlier learning. Before making circuits with bulbs and batteries the teacher struggled to enable them to recall previous work about electricity. This partly reflects their limited background knowledge but very few entries are recorded in their science books and because of this pupils seldom see new words written down. This restricts their acquisition of scientific language and in this area there is scope for improvement.
84. When pupils enter Key Stage 2 their learning accelerates in all areas. In Year 3, pupils achieve particularly well in planning and carrying out their own tests. For example, they investigate absorbency rates of different types of paper and record their findings using bar graphs. These skills are built on successfully in Year 4 where pupils use Newton metres to investigate air and water resistance. In these classes pupils are very busy and many investigations are recorded in their science books. However, pupils do not present their work well enough in some classes. Pupils' learning is continually assessed and this helps teachers to know what to emphasise or revise and where they can move forward quickly. In Year 5, for example, every science topic is assessed at the end of the term and teacher's marking of pupils' work includes important pointers to improve their learning. Higher achieving pupils are well catered for, particularly through opportunities to research their own information and through homework tasks, such as planning a healthy meal. Challenging topics such as photosynthesis are introduced in Year 6. In Year 6, greater emphasis is rightly placed on preparing pupils for the end of key stage tests. However, pupils' skills of investigation are not neglected. Planning sheets are used to prompt pupils to think logically and follow the scientific method. For example pupils are given a jar of dirty water and asked to work out how to clean it. This involves working out whether to sieve or filter the water and comparing each other's results.
85. On balance, teaching is satisfactory in Key Stage 1 but practical skills are taught well. Teaching is good at Key Stage 2 and the teaching of enquiry skills is very good. Teachers plan their lessons well and are imaginative in their choice of approaches to engage pupils' interests. In Year 2 for example, teachers introduce electric circuits by asking pupils to make quiz boards. When the wires are connected from the question to the right answer the bulb lights or the buzzer sounds. This appeals to pupils, particularly when they play the 'Who wants to be a millionaire' game. In Key Stage 2, lessons are well prepared and carefully organised. Teachers manage pupils very well and the atmosphere for learning is always disciplined and productive. They explain new learning very effectively well. For example, in Year 3 the teacher showed pupils a large model of teeth and asked them to bite an apple to help them to understand how different types of teeth are designed to bite, chew or grind the food. Teachers use questioning well to involve pupils in discussions and to check their understanding. For example, the Year 4/5 teacher often says, 'How are we for understanding out of five'?

Pupils are confident to ask their own questions when they are not sure. These factors result in pupils being clear about what they are expected to do. Teachers have a good knowledge of their subject and guide pupils well in understanding scientific principles. Year 4 and 5, teachers are very successful in teaching pupils to understand fair testing by limiting the variables. When investigating heat conductivity, for example, pupils suggested making the test fair by 'Putting all the spoons in the hot water for the same length of time and added that the same person should carry out the touch tests. Occasionally, in Year 5/6, the teacher carries out the experiment. Although scientific ideas are well explained and discussed, pupils have fewer opportunities to explain what they think will happen.

86. A strong feature of the teaching and learning is the way all pupils are included. Pupils with special educational needs are always given very good support from learning assistants. Some pupils are still learning English and although they usually understand the ideas they are sometimes confused by scientific terms. This problem is recognised and remedied in all lessons. Teachers' caring attitudes and high quality support from learning assistants ensures that all pupils who experience difficulties make good progress.

## **ART**

87. Since the last inspection standards have improved despite the squeeze on time for this subject as a result of increased teaching of literacy and numeracy. Pupils make good progress in most lessons and standards are average. Pupils with special educational needs and those with English as an additional language make good progress also, due to the very good support provided by support assistants.
88. Teaching is good. Teachers use the curriculum guidance well and are eager to provide pupils with a wide variety of experiences. For example, visits to places such as the National Museum for photography are used to explore art. Within Key Stage 1 experiences in art are often linked to other activities within the curriculum, which gives the artwork more relevance. For example, a visit to a Christian church to look at some stained glass windows provided a good opportunity to paint stained glass window designs of their own. Pupils undertake a good range of activities such as mixing colours in paint and pastels and using tools to mould and decorate clay models. Teachers have good knowledge of basic skills and have ensured that pupils learn how to use materials and tools successfully. Pupils in this key stage have studied successfully captured the style of Andrew Goldsworthy by looking at his work and creating their own two and three-dimensional sculptures.
89. Pupils achieve well in Key Stage 2 in using different media and developing art techniques. For example, the good range of specialist resources for printing has resulted in pupils printing original designs. Pupils use stippling brushes and sponges successfully and accurately. However only the more able can use tools and also concentrate on design simultaneously. Pupils in Year 5 have made very good quality wall hangings to depict the myth of the Ancient King Osiris and his brother Seth. However, by the age of eleven pupils have only a limited knowledge of famous artists, although they can successfully appraise the artist's work.
90. The school is seeking to develop this subject as the next focused area of the school development plan. The newly appointed art co-ordinator plans to review the subject to identify strengths and weaknesses and introduce an action plan for further improvement.

## **DESIGN AND TECHNOLOGY**

91. Standards are average and pupils make satisfactory progress. This mirrors the findings of the last inspection. Teaching is often good and the curriculum is well planned to ensure that pupils acquire new skills and use a wide range of materials. However, at the present time there is no co-ordinator to lead the subject or to check that pupils are making smooth progress in every class. As a result, there are gaps in pupils' knowledge, for example, pupils in Year 4 are unsure of the purpose of designing and Year 6 pupils cannot recall any experiences of working in the area of food technology. In other areas, such as specific skills involved in cutting and joining materials, pupils achieve well.
  
92. No lessons were seen in Key Stage 1 but samples of Year 2 pupils' work from last year show that pupils achieved well in making model vehicles. In another project, they incorporated movement into their models, such as spiders climbing up and down a web. In Key Stage 2, pupils make steady progress in designing. Despite pupils' uncertainties in Year 4, by Year 6 pupils understand why it is important to draw and label diagrams, list the materials needed and write instructions for themselves and others to follow. This is illustrated well in their work on slippers that reflect the teacher's encouragement to be original and not to be satisfied to imitate the work of others. Pupils greatly enjoy practical activities and work with concentration and interest. They are proud of their finished work and eager to show it to their friends and families. Pupils achieve well in making models. This is largely because they are taught specific skills, such as using paper templates to cut materials to the exact size. Pupils with special needs and those who speak English as a second language make good progress. They benefit from small group work where new words are carefully explained and learning support assistants are on hand to ensure that they understand what to do.
  
93. No teaching was seen in Key Stage 1 but the teaching seen in Key Stage 2 was good. Teachers are very mindful of safety and explain instructions clearly. After the work to be done has been explained, teachers invariably ask questions to ensure that all pupils fully understand. Lessons are well supervised. Teachers check pupils' work and readily halt the lesson when something needs to be explained again. Lessons are well planned, carefully organised and well controlled. This ensures that pupils work safely and with good application. Skills are taught particularly well in Year 4. The teacher demonstrates precisely several different types of sewing techniques, such as the cross and backstitch. A large chart, illustrating the different stitches, is placed on the wall to jog their memories. These measured approaches are successful in taking pupils through the learning stages, step by step. An experienced design and technology teacher often visits to work with different groups. This provides pupils with good opportunities to work with different materials, such as wood, and to acquire new skills.

## **GEOGRAPHY**

94. Standards are average for pupils at the end of both key stages. Pupils make satisfactory in Key Stage 2 but pupils achieve well in Key Stage 1. This is because adults often have first hand knowledge of the distant lands being studied and paint of vivid and interesting picture of life in other places. There has been improvement in the quality of pupils' learning since the previous report despite the low priority in the school development plan. In the temporary absence of a co-ordinator the headteacher has taken over responsibility for the subject. Subject planning is particularly good for areas

of geography related to distant lands but does not always cover the locality to the same high level.

95. Pupils in Year 2 and Year 3 learn well to gain a secure knowledge of life in The Gambia and Nepal. They confidently express their likes and dislikes when they compare life in school and everyday activities with their own lives in Bradford. In completing this comparative work they are effectively reinforcing the studies of the local environment that they carried out in Year 1. This is a good example of effective planning. Pupils in Key Stage 2 achieve steadily. By age eleven they develop a secure knowledge of the language of physical geography, particularly in respect of mountainous regions and the rivers of the world. They are able to describe the water cycle and the characteristics of the route of a river. The oldest pupils know about settlements and the influence that rivers have on them. They accurately compare the comparative advantages and disadvantages of living in an isolated farm, in a small rural town and a large city. On some occasions pupils are not encouraged to compile their own written records because too much use is made of worksheets. The subject makes a very good contribution to cultural development through the study of regions of the world that have connections with the religious faiths and lives of pupils for whom English is being taught as an additional language. There are sound links with information and communication technology with pupils using the Internet to communicate with children in Australia. Other pupils study the points of a compass as part of their mathematical work, introducing a useful link between both subjects.
96. Teaching is mostly good because teachers have good knowledge of the subject and an enthusiasm for teaching geography. In a lesson seen, adults used actual photographs of a school in The Gambia to stimulate pupils' interest. This enabled pupils to use their skills of observation to identify similarities and differences. It brought the lesson to life. Pupils confidently worked in pairs and the teacher recorded their comparative judgements for further discussion. In another lesson, the older pupils achieved steadily but the teaching did not fully explore some of the responses in the video made by the adults and children living in the isolated settlements. Teachers work hard to support pupils with special educational needs and to help those who speak English as a second language to understand the terms used. Skilled and well-briefed learning support assistants make a very good contribution and enable these pupils to make good progress.

## **HISTORY**

97. Standards are average. No teaching of history was observed in Key Stage 1 because the planning targeted geography for this part of the school year. Junior pupils make good progress. The co-ordinator provides good leadership and improvements have been made since the last inspection. The school has now devised a well-sequenced programme of work, which ensures that pupils build on their knowledge and skills from year to year. Teaching is now good and artefacts and planned visits to historical sites are used well to aid pupils' understanding.
98. Older pupils have a well-developed practical understanding of periods in British history. For example, they learn about the eating habits of people living in Tudor times by studying evidence found in contemporary paintings, written articles and in lists of ingredients. They compare the kitchens of Tudor houses with those of today and learn about the practice of salting meat to preserve it. The oldest pupils study historical documents carefully to plot the parliamentary procedures that improved the working conditions of poor children living in Victorian Times. They learn about the famous celebrities who devoted their lives to this cause. Pupils work with application and

concentration, entering into good levels of discussion about the authenticity of the evidence they were examining, showing surprise to find that potatoes were not available in Tudor Times and 'potage' was a Tudor soup. Older pupils carefully examined historical texts to identify key dates in the reformation of the employment laws affecting young children. The subject makes a very good contribution to pupils' cultural development, with pupils who are learning English as an additional language gaining invaluable insights into the cultural heritages of The United Kingdom.

99. Teaching is good. Teachers give exciting presentations, including video material that holds the pupils' interests. Good discussions are held with the teacher carefully intervening to draw attention to a specific fact or coincidence. This makes pupils think and they respond enthusiastically. Where there is more ordinary teaching, some of the consequences of young children working in textile mills or mines are not fully understood by some pupils because the lesson does not include enough factual accounts of accidents and they do not have the opportunity to study and debate them. Pupils with special educational needs are given extra support in lessons. This enables them to work effectively and make good progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

100. Many pupils have little experience of using computers outside school but they achieve well to reach the standards expected by the age of eleven. This is a very marked improvement on the last inspection when standards were low and the school was directed to make improvements. Two major factors have brought about the required changes. A new computer suite has been provided. This is valuable resource that enables pupils to have regular information and communication technology lessons and many additional opportunities to visit the suite during break times. In addition, the co-ordinator leads the subject well. She provides training for other staff, works alongside them and knows exactly what needs to be done to move the subject on. For example, she has recently introduced a means of recording pupils' progress as they move from class to class.
101. Pupils achieve steadily through Years 1 and 2. In Year 1, for example, they learn to use the keyboard and mouse correctly to type and alter letters and make pictures. By Year 2 they know how to edit short pieces of text and click on icons to experiment with graphics. However, only the pupils in one of the two Year 2 classes can explain how to save and retrieve their work and standards are still below those expected for pupils aged seven. Pupils achieve well in all Key Stage 2 classes. Good teaching and regular visits to the computer suite are paying dividends. In Year 3, for example, pupils are attaining good standards for their age in setting up their own class database and framing questions to find specific information. By Year 4, pupils send e-mail and download information from the Internet competently. In Year 5, pupils combine text, graphics and sound and add commentaries to produce slide show presentations using computers. Pupils build up skills and understanding successfully because the learning steps are clearly mapped out and teachers assess pupils' learning as they go along. This leads to secure standards in Year 6, where pupils use spreadsheets to calculate the costs of organising their own school fair.
102. Teaching is good, particularly in Key Stage 2. An overhead projector linked to one of the computers enables teachers to project a large version of the screen on to the wall. Teachers make good use of this facility to demonstrate techniques such as how to devise a formula to make the calculations on the spreadsheet. Pupils are clear about their tasks and confident to ask for further guidance if they are unsure. Pupils anticipate their visits to the suite eagerly and older pupils often become absorbed in

their work. Younger pupils also enjoy the subject but sometimes become overexcited when the lights are switched off to use the wall projector and occasionally they lose concentration when lessons go beyond thirty minutes. Teachers have good knowledge of the subject and are well ahead of the pupils. This is fortunate because pupils occasionally press the wrong keys and lose the program or find themselves lost within it. Teachers monitor learning well and are always on hand to correct errors with no loss of time. The level of challenge presented to pupils is generally good, including those with special educational needs. This was graphically illustrated in an excellent lesson in Year 3. The teacher deliberately asked pupils with special educational needs or limited use of spoken English to work together. This was to prevent the quicker learners from taking over. The result was highly successful for the pupils who find learning difficult. They worked out how to interrogate the database for themselves. Such thoughtful organisation is common in lessons. Pupils who need extra support are often helped by learning support assistants who observe and intervene when necessary but are fully aware of the importance of pupils finding out for themselves. Higher achieving pupils are encouraged to widen their investigations, often using the Internet. These factors are influential in enabling all pupils to make good progress.

## **MUSIC**

103. Standards in all aspects of music are average. Pupils make satisfactory progress. These standards have been maintained since the last inspection.
104. Pupils throughout the school enjoy music and take part enthusiastically in the lessons. They maintain good self-discipline when handling musical instruments and listen carefully to teacher's instructions. For example, by paying attention in the lesson, Year 3 pupils were able to play instruments to provide a steady beat and accompanying rhythm to a familiar song. Pupils throughout the school sing melodies of hymns and songs with tunefully. They sing with a good sense of pitch and rhythm. They can follow a melody closely and show good control of their voices to produce a pleasing sound. Younger children can keep a simple beat and join in the songs with enthusiasm.
105. Teaching is satisfactory but often good. Teachers have good subject knowledge, manage pupils well, and are very clear about what they expect pupils to learn. For example, in Year 4, the teacher helped pupils to understand simple notation by showing pupils how to use symbols to represent the different instrumental sounds. In Year 2 the teacher used her very good subject knowledge to develop pupils skills in recognising rhythms. She gave the class challenging and interesting activities to make the lesson interesting. All the lessons have a good balance between the children listening and participating.
106. The teachers follow a detailed scheme of work that gives them confidence to teach the subject. This ensures that skills are taught systematically. Leadership of the subject is sound. The co-ordinator is enthusiastic about the subject and always ready to advise colleagues on how lessons might be planned and organised

## **PHYSICAL EDUCATION**

107. Standards in physical education overall are average, apart from swimming which is below average. Pupils make satisfactory progress and these standards have been maintained since the last inspection. However, pupils only learn to swim in Year 5 and this is for only one and a half terms. Consequently, less than half of the pupils achieve the national standard of being able to swim 25 metres before they leave the school.
108. Throughout the school the pupils enjoy the lessons and their attitude to the work is good. They behave well, take part enthusiastically and follow instructions promptly. Year 2/3 pupils show good control of their bodies and have a good awareness of space. For example, they can stop and change direction quickly and precisely without bumping into others.
109. Pupils in Key Stage 2 express themselves imaginatively through dance and reflect the music in their movements. During dance lessons, they illustrate their feelings, moods and ideas well. Pupils work together harmoniously in paired activities. For example, in a Year 6 lesson, pupils discussed how to improve their dance and then practised the movements to refine their performance.
110. Teaching is satisfactory but often good and sometimes very good. Teachers have good control and manage pupils well. Opportunities are provided for pupils to evaluate their own performance and that of others in order to improve their learning. Teachers and pupils are always dressed appropriately for the lessons, and due attention is given to the safety aspects of the subject. Teachers explain the effect that exercise has on the muscles and the pupils understand the importance of warming up before practising skills.
111. Leadership is satisfactory. A good scheme of work is in place. Teachers use this to plan their lessons. This ensures that pupils are able to build on previous learning. Resources are good and provide the pupils with equipment that is stored well and easily accessible.

## **RELIGIOUS EDUCATION**

112. Standards in religious education are above the requirements of the locally Agreed Syllabus for pupils at the age of seven and eleven years of age. Since the last inspection there has been a good improvement in standards and in pupils' progress. Pupils with special educational needs and those with English as an additional language also make good progress through the good support provided by support assistants. A good balance is maintained in all lessons so that all world faiths are considered with respect valuing the contribution that each faith gives to its' believers. The teachers enrich the curriculum with a wide variety of first-hand experiences, which gives good breadth and depth to lessons and allows time for reflection and sharing of ideas as pupils discuss of the values and beliefs of each faith. Consistently the subject links effectively to the provision for spiritual, moral, social and cultural development of pupils. Pupils are eager to share their ideas and opinions, to ask questions and to seek together to consider solutions. Throughout the Religious Education curriculum the pupils are encouraged to become responsible world citizens.
113. By the end of Year 2 most pupils know that people hold different religious beliefs and they understand that worship is undertaken in different ways and in different places. They understand that we each have special places and can give reasons for their own choices. More able pupils in Year 1 are already suggesting friendship and love as

reasons for their choices. Pupils benefit from a good range of visitors who come to school and they have also been on visits out to an Islamic Mosque, Hindu Temple, Jewish Synagogue and Christian Church. Good links are made in lessons so that pupils fully appreciate religious beliefs and practices of others. For example following a visit to a Hindu Temple the pupils in their next lesson listened to Indian music, discussed Hindu practices of prayer, and confirmed facts from their visit to ensure all pupils had a secure knowledge of Hindu beliefs. The teacher had prepared well and created and maintained a peaceful ambience throughout the session. Lesson plans were of good quality so that pupils were all totally absorbed as they explored sounds, taste, smell and vision in a mature and sensible way. By the end of this sequence of lessons all pupils in Year 2 have a good depth of understanding of Hinduism. They can name religious artefacts and various statues of Gods, know the story of Ramu and Sita and also of the importance of Ganesh and Krishna.

114. In Key Stage 2 this good teaching is maintained as pupils study other faiths and again participate in visits out of school as well as welcoming visitors into the classroom. The teachers have good subject knowledge and very high expectations of behaviour, understanding, and tolerance of the beliefs of others. They use first-hand experiences skilfully to give relevance to each lesson. For example a teacher in Year 4 had invited a Buddhist visitor into school to explain about the artefacts of her faith and speak about the power of meditation for herself. Prior to this lesson the pupils had prepared a questionnaire of suitable questions to ask the visitor. Additionally the teacher had prepared a good display of books, prayers, artefacts and Tibetan music so that pupils had some previous knowledge of Buddhism and had provided times of reflection so that pupils understood a little about meditation. Sensitive handling of a good range of questions during the visit provided the pupils with a good adult role model example of the need of respect for the views of others in a multi-faith society. By Year 6 many pupils have a good understanding of this respect of others. They are willing to share their experiences honestly and openly with other class members. For example in a good lesson in Year 6 pupils learnt of the importance of pilgrimage as they shared together the recent pilgrimage of a pupil to Mecca and had the valuable opportunity to look at this pupil in his Khijab robe, which he had brought back from his visit. As in Key Stage 1, the teacher had prepared well and took great care to create a calm and purposeful environment as many other Muslim pupils explained to other class members about their experiences of pilgrimage. Most pupils enjoy discussing various issues and have an excellent sense of equality and inclusion as they share thoughts and opinions together.
115. The subject is very well managed by a thoughtful and respectful co-ordinator. She realises the value of good preparation in this subject and works to ensure the pupils are offered a relevant curriculum. The teachers provide a very good reflection of the school's aims and values through the delivery of this subject.