

INSPECTION REPORT

LIDGET GREEN PRIMARY SCHOOL

West Yorkshire

LEA area: Bradford

Unique reference number: 107212

Headteacher: Mr M Pope

Reporting inspector: K Manning
20267

Dates of inspection: 20th – 23rd May 2002

Inspection number: 244280

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Birks Fold
Bradford
West Yorkshire

Postcode: BD7 2QN

Telephone number: 0127 4503 562

Fax number: 0127 4503 562

Appropriate authority: Governing body

Name of chair of governors: Mrs Hilary Firman

Date of previous inspection: October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20267	K Manning	Registered inspector	Physical education	What the school should do to improve. How high standards are. How well pupils are taught. How well the school is led and managed.
19365	G Stockley	Lay inspector		Pupils' attitudes, values and personal development. How good curricular and other opportunities are. How well the school cares for its pupils. How well the school works in partnership with parents / carers.
31175	A Allison	Team inspector	Information and communication technology Art and design Religious education	
30823	B Clarke	Team inspector	English Geography English as an additional language	
22881	G Halliday	Team inspector	Science History Design and technology	
30824	A Lawson	Team inspector	Foundation stage	
31012	A Welch	Team inspector	Mathematics Music Special educational needs	

The inspection contractor was:

Quality in Focus
Thresher House
Lea Hall Park
Demage Lane
Lea by Backford
Chester CH1 6LP

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway

London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lidget Green Primary School is a large school with 379 pupils, who are taught in 14 classes from reception to Year 6. In addition, 72 children attend the nursery either mornings or afternoons. When they begin nursery, children's attainments and experiences vary considerably but are generally well below what is typical of three-year-olds. This is most noticeable in their personal, social and emotional development and in their spoken English, reading and writing. Eighty-one pupils are on the school's register of special educational needs because they have learning, physical or emotional difficulties. Of these, five pupils have statements of special needs. No pupils have been identified as gifted or talented. The school serves the local community, which is far more disadvantaged than most and is changing as families move into and out of the area. The school has an above average proportion of pupils who join or leave the school part-way through their education and a very small number of pupils from travelling and refugee families. Pupils come from a wide range of backgrounds and cultures and almost three-quarters do not speak English at home. Most of these are from Pakistani or Indian families. The proportion of pupils who have free school meals is above the national average.

There have been several changes to the school in the past few years. A new headteacher was appointed in January 1999. More recently, the school changed from being a first school to a primary school. This necessitated extensive building work, which is only just finished, and the employment of extra staff to cope with the greater number of pupils.

HOW GOOD THE SCHOOL IS

The school is effective and provides its pupils with a satisfactory education. Although standards in English, mathematics and science remain below average by the end of Year 6, most pupils learn at a steady rate. Teaching is always at least satisfactory and some of it is good. The headteacher is a good leader, who is determined to move the school forward and raise standards. Taking into consideration the low cost of achieving this, the school provides satisfactory value for money.

What the school does well

- Teaching in the foundation stage is generally good and children get a fine start to their education in the nursery and reception classes.
- Good provision for pupils' personal growth makes a strong contribution to their spiritual, moral, social and cultural development.
- Pupils achieve good standards in religious education.
- Good provision for pupils who have special educational needs ensures that they make good progress.
- Pupils' attitudes, behaviour and personal development are good. Their enthusiasm for school and relationships with one another and adults are very good.

What could be improved

- Not all co-ordinators monitor the quality of teaching or learning systematically.
- In some subjects, the procedures for assessing, recording and tracking pupils' progress are not effective.
- Standards in reading and geography are not high enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a steady rate since it was last inspected in October 1996. The headteacher has brought spending into line and there is no longer a deficit budget. Training has led to improvements to the way that teachers plan pupils' work. The monitoring of teaching by the headteacher and some co-ordinators is thorough and they have a clear idea of what needs to be done to continue to improve. In some subjects, the co-ordinators' monitoring has not, in the past, been strong enough to maintain standards or prevent them from falling. Standards in information and communication technology remain below average but recent improvements to resources and training for teachers mean that pupils are now making good progress. Not enough has been done to raise standards in geography and they remain below average. The school has been successful in raising levels of attendance.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	N/a	N/a	E	D
mathematics	N/a	N/a	E	D
science	N/a	N/a	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Although children get a good start in the foundation stage, many do not achieve the early skills and knowledge expected by the end of the reception year. In last year's National Curriculum tests, pupils at the end of Year 2 achieved standards that were below average in reading and writing and average in mathematics. They performed well in comparisons with similar schools. Standards are rising and a real success for the school was that, in mathematics tests, all pupils in Year 2 reached the level expected for their age. The results of tests are a fair reflection of standards in the school. A significant factor in why many pupils do not reach the level expected of their age in reading and writing is that almost three-quarters of pupils speak English as an additional language.

Standards in English, mathematics and science are higher than those achieved in the 2001 National Curriculum tests for pupils at the end of Year 6, though they remain below average. In particular, standards in reading are not high enough. In all three subjects, pupils make steady progress from one year to the next and the school's results are rising. However, the school's results in national tests are affected by the high number of pupils who join the school part-way through their education. Many of these also speak English as an additional language or have special educational needs. The school matched its targets for raising standards in English and mathematics. Throughout the school, pupils who have special educational needs make good progress when they are given help in small groups or individually. By the end of Year 6, standards are above those prescribed by the locally Agreed Syllabus in religious education and this is something the school does well. They are typical for pupils' age in art and design, design and technology, history, music and physical education. Though standards are below what is expected nationally in information and communication technology, improved teaching and better resources means that pupils are now making good progress. Standards in geography are below what is expected nationally and, because pupils are not making fast enough progress, this remains an area for improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work and are keen to learn.
Behaviour, in and out of classrooms	Pupils' good behaviour helps them to work attentively without disturbance during lessons and to enjoy the time they spend together in the playground and at lunchtimes.
Personal development and relationships	Pupils are generally sensible and reliable. Very harmonious relationships between pupils and staff make a strong contribution to effective teaching and learning.
Attendance	Pupils' enjoyment of school is reflected in very good levels of attendance.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

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.

Good teaching ensures that children in the foundation stage achieve well and learn at a good rate. Teachers constantly talk with children and this helps them widen their vocabulary and acquire confidence in talking to adults and other children. Children who speak English as an additional language make good progress in these first two years. In Years 1 to 6, most pupils learn at a steady rate and consequently achieve the levels of which they are capable. Teachers have a sound knowledge of how to teach the basic skills of literacy and numeracy and the methods they use to teach most subjects are generally effective. A strength of the teaching is the way that teachers manage pupils. Positive and supportive relationships encourage pupils to do their best and ensure that behaviour is good. Pupils who join the school part-way through their education are helped to settle in and learn at a steady rate. In general, teachers ensure that work is pitched at the right level for pupils of different abilities. Pupils who have special educational needs are taught well and given the help they need to make good progress. Those pupils who just need an extra push to reach the levels expected for their age benefit from good teaching in *booster* classes and *early literacy support* groups where they also make good progress. The help given to pupils who speak English as an additional language is not yet organised as effectively. This prevents a small number of these pupils from making faster progress, even though some initiatives, such as the *talking partners*, are working well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum meets the needs of children in the foundation stage and those in Years 1 to 6. The school extends the curriculum through a good range of extra-curricular activities educational visits and visitors.
Provision for pupils with special educational needs	The provision for these pupils is good and they are given plenty of help from teachers and classroom assistants. Consequently they make good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	These pupils are helped to settle into school and quickly learn to speak English. Occasionally the help they are given is not specific enough to enable them to extend their vocabulary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for pupils' spiritual, moral, social and cultural development makes a positive contribution to pupils' personal development. It also makes them thoughtful about the effects of their actions and aware of the traditions of their own and other cultures.
How well the school cares for its pupils	The school takes good care of its pupils. Teachers know their pupils well and keep a close check on their personal development.

The school works closely with parents. They are encouraged to make a contribution to their children's learning at school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads and manages the school well. The senior team of teachers are doing a good job but have too many responsibilities to enable them to focus on management issues that affect the whole school. The co-ordination of some subjects and aspects of the school's work are not yet effective enough to raise standards.
How well the governors fulfil their responsibilities	Governors fulfil all statutory responsibilities and are clear about the school's strengths and areas for development.
The school's evaluation of its performance	The headteacher and senior team have made a good start at monitoring the quality of teaching and learning. Not all co-ordinators monitor the quality of teaching and learning in a systematic way and do not have a clear enough view of what needs to be done to raise standards in their subjects.
The strategic use of resources	The school makes effective use of most of its resources. Staff who help pupils who have special educational needs are used efficiently. The learning mentors are used well to help pupils settle into school and to improve their attitudes to learning. Staff employed to help pupils who speak English as an additional language are not always used to target specific pupils or groups of pupils.

Governors and teachers compare the school's results with local, similar and all other schools. They try hard to ensure that they get satisfactory value for money from spending, particularly when it is large amounts; for example, on providing computers. Parents' views about the school are sought regularly on important matters and they are encouraged to be involved in their children's learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They believe that the teaching is good. • Their children make good progress in school. • The school is well-managed and led. • They are glad that their children are expected to work hard and do their best. 	<ul style="list-style-type: none"> • A number of parents feel that they do not get enough information about how their children are doing. • Several parents feel that their children are not getting the right amount of homework.

Parents have positive views of the school and are satisfied with what it provides and achieves. Inspection findings agree with the positive views of parents. Their concerns about the school are largely unfounded. The information that they get is of a very good quality and teachers set regular homework for children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In general, pupils in this school make steady progress and achieve the levels of which they are capable. The school's results and pupils' achievements are affected by several factors. Almost three-quarters of the pupils speak English as an additional language and the proportion of pupils who move into and out of the area is twice the national average. Many of these also speak English as an additional language. In addition, comparisons with similar schools are meaningless because they are based on the proportion of pupils who are eligible for free school meals and do not take into consideration pupils who speak English as an additional language and the proportion of pupils who start the school part-way through their education.
2. When children join the nursery, their attainments vary but most do not have the skills and knowledge typical for their age. Many are unfamiliar with books and numbers and they are shy with adults and other children. In addition, many are at the first stage of learning to speak English and several have special educational needs. Despite making good progress in the nursery and reception classes, few children achieve the early goals and knowledge expected by the end of the foundation stage.
3. Standards in speaking are below what is expected nationally by the end of Years 2 and 6. For many pupils this is because they are learning in a second language. When answering questions, pupils in infant classes often answer in single words and give little detail in their responses. By the end of Year 6, they gain confidence but few are eloquent speakers. In contrast, pupils throughout the school listen attentively.
4. The school's results in National Curriculum tests for pupils at the end of Year 2 show that standards in reading and writing have improved in each of the last two years. Despite this, they remain below average. This is because the proportion of pupils who achieve a higher level is lower than in most other schools. Girls in Year 2 have consistently outperformed boys in reading and writing tests. The school is aware of this pattern but, because the gap is relatively small, the co-ordinators do not view it as a priority for development. Tests for pupils at the end of Year 6 show that standards in English were well below average and very few pupils achieved a higher level. This is largely because standards in reading are not high enough and pupils do not learn at a fast enough rate. In the past year, teachers have paid greater attention to developing pupils' writing skills and this has paid dividends. Standards are improving at a faster rate than the national average and have risen from well below average to just below average.
5. In mathematics, the results of last year's tests for pupils in Year 2 showed that standards were average. A real success for the school was that all pupils reached the level expected for their age, although there was still the issue that fewer pupils than in most other schools achieved a higher level. Teachers analysed the results of tests and found that the reason for fewer pupils achieving a higher level was that their mathematical vocabulary was weak. This has been a focus for much of the work in the past year and more pupils are working at a higher level than previously. The results of National Curriculum tests for pupils in Year 6 showed that standards in mathematics were well below average. Far fewer pupils reached the level expected for their age or achieved a higher level. Once again, the school found that pupils who speak English as an additional language did not have a good enough mathematical vocabulary.

Greater emphasis on language and *booster* classes have helped raise standards in the last year and more pupils are expected to reach the level expected for their age in this year's tests.

6. The school sets realistic targets for raising standards in English and mathematics. These are based on the results of tests carried out at the end of Years 3 to 5. Last year, the school matched the targets it had set for raising standards in English and mathematics. It is not possible to judge the school's performance against national trends because there has been a Year 6 class for only two years.
7. In science, the results of last year's National Curriculum assessments by teachers showed that fewer pupils in Year 2 than in most other schools reached the level expected for their age or a higher level. Improved teaching and better leadership and management of the subject have led to a rise in standards in the past year and most of the pupils in the current Year 2 classes are working at levels that are typical for their age. The results of National Curriculum tests for pupils in Year 6 showed that standards were well below average. Far fewer pupils than in most other schools reached the expected level or achieved a higher level. Since then teachers have spent more time teaching facts and standards have risen, though they remain below what is expected nationally.
8. Pupils who have special educational needs make good progress from a lower than average starting point. Last year, a number of seven-year-olds did extremely well to reach the level expected for their age in mathematics. In general, these pupils achieve the levels of which they are capable, though these are often below what is expected for their age.
9. The significant feature in raising standards is helping the majority of pupils achieve competence in English when the language spoken at home is different. While pupils with English as an additional language attain standards in line with their peers and achieve satisfactorily overall, there are some inconsistencies in the progress made by a small number of pupils. This is because the school does not have a procedure for assessing the language needs of pupils in a systematic way. This results in inconsistent provision, especially for pupils entering school after the reception year. Some pupils receive structured, targeted support, while for others, provision does not always relate closely to their needs.
10. Pupils who start the school part-way through their education often have additional difficulties, such as not speaking English or having special educational needs. However, they quickly settle in and learn at the same steady rate as most other pupils.
11. Standards have been maintained in religious education and continue to be above those prescribed by the locally Agreed Syllabus. This is something the school does well and is partly a result of the many first-hand experiences that pupils get of other religions and faiths.
12. Improved teaching and increased resources are beginning to raise standards in information and communication technology and pupils are making good progress, although standards remain below what is expected for pupils at the end of Years 2 and 6.
13. Standards in history, music and physical education match those expected by the end of Year 2 and Year 6. In art and design and design and technology, standards have fallen but remain typical of pupils by the end of Years 2 and 6. The main reason for this is

that the school has devoted more time to English and mathematics in the past few years. Of concern to the school is the fact that standards in geography have fallen and are now below what is expected for pupils in Year 2 and 6.

Pupils' attitudes, values and personal development

14. Pupils of all ages and abilities show good attitudes to their work and this helps them to gain more from their lessons. They are interested in the work, keen to do well, and eager to talk about what they are doing. Even when working without adult supervision, many pupils work hard and try hard to finish their work. For example, in a literacy lesson, pupils in Year 1 were so eager to finish the writing they were doing in their butterfly-shaped special books that they were reluctant to gather on the carpet at the end of the lesson.
15. The school has been successful in maintaining the same good standards of behaviour that it had at the time of the last inspection. On occasions it is excellent. This was evident when a small group of pupils from a class in Year 4 were returning to their classroom. They could see that their teacher had not quite finished her lesson and lined up very quietly and sensibly outside the door. The school's good provision for social development, the effective procedures for encouraging appropriate behaviour and the positive role models provided by adults in the school all combine to ensure that the vast majority of pupils behave well and respect others.
16. Pupils also behave well at lunchtime and playtime. Despite the large number of pupils moving around the dining area, everyone waits their turn good-humouredly and pupils are polite to each other and to visitors. A small number of pupils, who have special educational needs linked to emotional or behavioural difficulties, sometimes find it difficult to conform to the standards expected of them. The school gives these pupils good support and guidance, which in most cases helps them to modify their behaviour. Last year, six boys were excluded from school for short periods, because of their poor behaviour. This year, as pupils and parents become more familiar with the recently agreed policy for ensuring good behaviour, no pupils have been excluded from school.
17. Many pupils are independent and mature and are willing to take on responsibilities and show initiative. They carry out their duties with enthusiasm and pride, none more so than the playground *buddies* who are selected from pupils in Year 6. There was stiff competition for these recently introduced posts and selection involved the completion of an application form and an interview with teachers. Those appointed work on the playground at lunch times befriending lonely children and teaching playground games. This initiative has been beneficial both in terms of reducing boredom and unhappiness in the playground and raising the self-esteem of a number of pupils. Other pupils have responsibilities such as taking registers to the office, tending the school garden and assisting with the dining arrangements.
18. The relationships between staff and pupils are very good and form the basis of pupils' positive attitudes to learning. They make a major contribution to the school's effectiveness. Relationships between pupils are also very friendly. They are aware of the results of their actions upon others and work co-operatively in pairs or groups. For example, in an art lesson, pupils in Year 4 made a group decision on the colours for their print and the sequence and layout of the work. Having made these decisions quickly and sensibly, they waited patiently for their turn to ink the print and place it in the correct position. There is no sign of racial tension in the relationships between pupils and a strong sense of harmony and friendliness pervades the day-to-day life of the school.

19. Attendance has improved since the previous inspection and is now very good. This is reflected in the comments of pupils, many of whom say that they enjoy school and what it has to offer. Registers are marked appropriately at the start of each session and lessons get off to a prompt start. A small amount of lateness was noted at some morning registrations.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching has improved since the time of the previous inspection because of training to improve teachers' expertise. The weaknesses in planning, identified in the previous report, have been remedied and teachers are now clear about what they intend to teach in each lesson. There is good teaching in every year group and some good features to the teaching of all subjects. Teaching in geography has weaknesses that prevent it from being satisfactory overall.
21. Teaching in the foundation stage is generally good. A strength of the teaching is the way that teachers constantly talk with children. This has a marked effect on those children who are learning to speak English. As a result of the many opportunities they get to talk to adults they make good progress. Teachers also make good use of assessment and their understanding of the development of young children to identify strengths and weaknesses in learning and personal growth. They use this information to good effect on children's progress by planning interesting and challenging activities. Another good feature of teaching is the strong, caring relationships that staff in the nursery and reception classes form with children. This enables children to feel secure, settle quickly into school and develop enthusiastic attitudes to learning.
22. Teachers are good at managing pupils. This mostly results from the warm and friendly relationships between pupils and staff, which ensure that pupils are keen to please their teachers and try hard to do their best. Any misbehaviour is dealt with quietly and firmly and staff follow the school's recently agreed procedures for ensuring good behaviour. This means that pupils know what is expected of them and they understand the consequences of misbehaviour. The procedures work well and ensure that pupils who have special educational needs linked to behavioural problems do not disrupt the learning of others. Teachers also ensure good behaviour and positive attitudes from pupils by planning activities that are interesting and challenging. The best lessons move along at a brisk pace and pupils have to concentrate in order to keep up. For example, in a good games lesson, pupils in Year 5 had only a short time to practise their throwing and catching skills before they had to use them in a game of rounders. The result of all this hard work is that behaviour in lessons is generally good and pupils are keen to talk about their school.
23. Teachers ensure that all pupils have equal opportunities to make progress. Boys and girls get the same access to the curriculum and the same opportunities to make progress. The school has no gifted or talented pupils but in most lessons the higher attaining pupils are given work that challenges them and helps them to achieve their best.
24. A particular success of the school is that pupils with special educational needs are given a tremendous amount of support and help and make good progress. This is most noticeable in the way they are given extra help with their reading and writing. Classroom assistants and other support staff often work with small groups of pupils. They make a significant contribution to the quality of teaching and without them, pupils'

acquisition of skills, the effort they make and their pace of working, would not be anywhere near as good as it is. Pupils' difficulties are diagnosed early in the foundation stage and those who need help with reading, writing and number are given support in small groups or individually. Very often, this is planned meticulously and each child has an individual programme of learning. In addition, programmes such as those designed to promote early literacy skills for pupils in infant classes, are taught well and have ensured that standards in reading and writing have risen significantly in each of the last two years. Similarly, *booster* classes for pupils in Year 6 have helped increase the proportion of 11-year-olds who reach the level expected for their age in English and mathematics.

25. In general, pupils who speak English as an additional language are also taught well. There are two part-time teachers principally employed to support pupils with English as an additional language. When used in this capacity, they give good support to small groups and individuals, both outside and within lessons. In some lessons, the talents of classroom assistants are not organised to be most effective and the lack of co-ordination has resulted in some teaching time being used to support a range of situations, such as hearing pupils read, rather than specifically targeting the needs of those pupils who speak English as an additional language. The school recognises that a small number of pupils who speak English as an additional language make insufficient progress in learning the language. To remedy this, a number of support assistants have been trained and now teach a structured programme called *talking partners*. This is successful, and small groups of children in the foundation stage and Years 1 to 3 are widening their vocabulary considerably as a result of the extra help they get.
26. Pupils who start the school part-way through their education are given the help they need to make steady progress. The learning mentors ensure that they understand the school's routines and help them settle in. Class teachers assess their knowledge and skills informally and take pains to ensure that they join the group that best matches their ability for English and mathematics. In lessons, they are questioned carefully to check that they understand what is being taught and where language is a barrier they are given help from adults who speak their own first language. All this ensures that they have positive attitudes to learning and say that they like their new school.
27. In the last few years, training has helped improve the quality of teaching. All teachers continue to have training in information and communication technology. This has had a marked effect on teachers' confidence and capability and is one of the reasons why pupils are now making more rapid progress in acquiring skills and knowledge in this subject. Similarly, training has ensured that teachers have a thorough knowledge of how to teach the basic skills of literacy and numeracy and make effective use of the national literacy and numeracy strategies to plan work that is pitched at the right level for pupils of all abilities. This is a factor in why more pupils than in previous years are set to achieve a higher level in national tests in English and mathematics.
28. The homework set by teachers has a satisfactory effect on pupils' interest and achievements in reading. However, the beneficial effects of some initiatives, such as reading diaries, are reduced because a number of parents do not speak or write English sufficiently well to be involved in their children's learning.

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

Learning opportunities

29. The curriculum is satisfactory overall. It continues to meet requirements to teach the National Curriculum. Children in the foundation stage are provided with stimulating activities and experiences that cover all of the recommended areas of learning, and enable them to move easily to work in the National Curriculum. Religious education is taught in line with the locally Agreed Syllabus and specialist teachers extend the curriculum in physical education and music. The school implements the national literacy and numeracy strategies effectively. Teachers highlighted writing as an area for development and this has led to an improvement in standards in the last two years.
30. In the last few years, the school has concentrated on raising standards in English and mathematics. This has led to the situation where some subjects, such as geography, were not taught often enough or in sufficient depth for standards to match those expected nationally. In order to remedy this situation the headteacher and co-ordinators intend to increase the amount of time given to some subjects.
31. The school pays close attention to the inclusion of all pupils. Pupils who have special educational needs, those who speak English as an additional language and pupils who join the school part-way through their education all have equal access to the curriculum and equal opportunities to learn. They are given extra help when it is needed and teachers work hard to ensure that they play a full part in lessons. For example, in games lessons, pupils with physical disabilities are given activities that they can manage with help from classroom assistants. In mathematics and other lessons, older pupils who speak English as an additional language are helped to work at their own level because staff translate the tasks. The school has a comprehensive policy for preventing racial harassment and, because staff and pupils follow it closely, everyone gets a fair deal.
32. The range of extra-curricular activities offered to pupils is good, and has increased in the last few months. This is a result of the efforts of the physical education co-ordinator, who leads sports activities each evening and at the weekend. Activities such as sports and computer clubs are very popular with pupils and those who attend make good progress.
33. In the last two years the school has extended its links with the community. Local businesses provide funding that enables the school to finance educational outings and a residential weekend for pupils in Year 6. These make a significant contribution to pupils' personal and social development, at the same time as they improve their skills in subjects such as history, physical education and information and communication technology.
34. The school's links with local partner institutions are satisfactory and serve to smooth the way for the transition to secondary school. Although pupils transfer to a number of secondary schools, the school ensures that they all have an opportunity to visit their new school before the end of the summer term and pupils say that this makes them feel more confident about making the move.

Personal development

35. The curriculum for personal, social and health education is good. It has helped bring about improvements to the way that pupils behave and to their attitudes to learning and one another. Teachers work hard to build pupils' self-esteem and are successful in developing their confidence and independence. Every class has time in the week when

pupils discuss issues of life that are relevant to their age and maturity and these are followed up in assemblies. Pupils are taught about the misuse of drugs, sex education and how to have a healthy lifestyle in lessons and in topics in science. A strength of the provision is that the learning mentors provide very good guidance to pupils who need help. The initiatives that have been started by the mentors are instrumental in promoting pupils' personal development and in looking after their welfare.

36. Good provision for pupils' personal growth makes a strong contribution to their spiritual, moral, social and cultural development and this is something the school does well. This is a similar picture to the time of the previous inspection. Provision is good because the school has clear policies that are implemented consistently by all staff and are also linked with the school's general aims.
37. The school provides good opportunities for pupils' spiritual development through assemblies and lessons. In assemblies, pupils are given time to reflect on prayers or their own thoughts and feelings. For example, pupils are encouraged to think about being kind and helpful in school to make it a happier place to be. Pupils are also expected to explore their thoughts and feelings in *circle time* lessons, when pupils are encouraged to discuss matters that are important to them. The responses of pupils in Year 4, when asked what made them proud, showed the thought they had given the question. In a religious education lesson, questions such as *what do you think it means to be persecuted?* encouraged pupils to think about the effects of their actions and to try to see things from someone else's point of view. A particular strength of the school's provision is the weekly, faith assemblies that are led by staff and members of the community. These bring together pupils of the same religions and they reinforce the way in which the school respects and values the beliefs of all pupils.
38. The school's provision for pupils' moral development is good. The school's code of conduct emphasises the care and respect that pupils are expected to show one another. Staff expect good behaviour and pupils have a clear understanding of the rewards and sanctions procedures. Teachers provide regular opportunities to discuss moral issues during personal, social and health education and during *circle time*. This special time is handled sensitively by teachers and it provides an opportunity for pupils to talk about their worries and concerns. The expectation that pupils and staff will respect the beliefs of others pervades the school.
39. Pupils' social development is promoted well and is one of the things that most pleases parents. Social values are well-promoted by adults throughout the school and pupils are encouraged to care and take responsibility for others. Pupils willingly accept responsibilities, such as distributing materials in lessons, organising chairs and equipment for school assemblies and tidying up at the end of lessons. Many of the pupils in Year 6 have some responsibility for the running of the school. For example, a number are playground *buddies*, while others help out at lunchtime. A weekly *star assembly*, celebrates pupils' achievements and helps raise their self-esteem. Activities that take place before and after school encourage pupils to work and play together. Once a year, pupils in Year 6 are given the chance to go on a residential week-end visit where they learn to get along with one another. Teachers also encourage pupils to examine problems in the context of the wider world. The school successfully promotes an atmosphere in which pupils are able to discuss important questions and concerns. There are many contributions from visitors such as the local priests and members of the community who work with pupils. The inclusion of pupils with statements of their special educational need supports the pupils' social development and promotes very positive attitudes to pupils who have special needs.

40. The school's provision for pupils' cultural development is good. Teachers plan opportunities for pupils to encounter and understand the traditions and values from different cultures in music, art, history and geography. In music, for example, professional musicians run workshops in the school. Pupils also learn of the cultural and ethnic diversity of British society through daily contact with the many cultures represented within the school as well as when they study other faiths and cultures in history, geography and religious education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Pupils' welfare remains a high priority of the school. All the necessary health and safety procedures are in place, ensuring that pupils are safe and secure in school. Pupils are supervised carefully throughout the day, and lunchtime routines are managed well. Arrangements for dealing with accidents and illness, and giving medicine are clear, and followed closely.
42. The school's arrangements for child protection continue to be very good. The headteacher has designated responsibility for liaison with outside agencies if cases of abuse are suspected and several of the staff, and the governor with responsibility for overseeing this aspect of the school's work, are properly trained to carry out the responsibilities associated with this role.
43. The monitoring of pupils' personal development is good. It is based on teachers' knowledge and is a mix of informal observations and more detailed records about pupils who teachers think may be experiencing difficulties or problems. All staff care about pupils and treat them with kindness and consideration. The school's policies demonstrate an acute awareness of the additional demands placed on a school if it is to meet its responsibilities for pupils from a diverse range of cultures and backgrounds. There is, for example, a good policy on *looked after* children, which recognises that these children may require additional monitoring and help in order to raise their self-esteem.
44. The school has a good range of strategies to ensure that newly arrived pupils who speak English as an additional language settle quickly into school. For example, the home-school liaison officer provides good bilingual support, and older pupils are used effectively to befriend new pupils. Good use is made of support staff to give additional support at this time, so that new pupils experience a welcoming, caring environment. However, there is no system in place to systematically assess the language needs of pupils with English as an additional language. This reduces the school's capacity to provide work that builds on pupils' current stage of language acquisition.
45. The school monitors and promotes attendance very well. As a result, attendance has improved significantly over the last three years. Good use is made of support and administrative staff to contact parents for explanations as to why their children are absent. Help from the educational welfare service is called upon where needed. Parents who do not speak English are often spoken to in their first language. In this way the school is able to impress upon parents the need for their children to attend school regularly, and this is paying dividends.
46. The procedures for monitoring and promoting good behaviour are good. Teachers throughout the school manage behaviour well. They have a positive approach, and set good examples to pupils through their own behaviour and relationships. Their standards are clear and consistent, so that pupils know what to expect. Rewards and

sanctions are fair, and pupils understand the systems. The school provides very good support for pupils who find it hard to behave well. For example, the learning mentors work with pupils who often behave badly and have had success in helping these pupils to modify and improve their behaviour. A successful feature of the school's work on promoting good behaviour is that the parents of pupils who have special educational needs linked to behavioural difficulties are expected to make their own contribution. The school's policy is explained to them so that they can use similar methods and rewards at home. Bullying and racial harassment are not problems, but effective measures are in place to deal with any incidents that arise.

47. The school has not addressed adequately a weakness identified in the previous inspection in the way teachers assess and record what pupils know and can do. Procedures for assessing pupils' attainment in English, mathematics and science are satisfactory, but in most other subjects they are unsatisfactory. In English, mathematics and science teachers use standardised tests, national tests and other suitable tests to check pupils' attainment. The results in English and mathematics are used to set targets for groups of pupils. There is an inconsistent approach to how teachers record pupils' attainment, because there is no agreed system. Procedures for keeping track of pupils' progress as they get older is at an early stage of development. Because the school's procedures for assessing and recording pupils' attainment are unsatisfactory overall, information gained from them is not good enough to be used effectively for planning purposes. The school has identified assessment, target-setting, data analysis and tracking systems as priorities for development in the present year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school's relationship with parents continues to be as close as it was at the time of the previous inspection. This has been maintained despite the difficulties encountered during the lengthy period of building work, when many parents found it difficult to get into the school.
49. Parents' views of the school are positive. They feel that the school provides well for their children and are largely satisfied. A small number feel that the school does not provide the right amount of homework and an even smaller number feel that they are not kept well-informed about how their children are getting on in school.
50. The school has forged very strong links with parents and these are instrumental in ensuring that pupils settle easily and quickly into school and are keen to learn. These begin when pupils start school and parents are encouraged to take their children into the nursery. This ensures that they have daily opportunities to talk over any problems with teachers and the school ensures that one of the multilingual members of staff will be there to help out those who do not speak English. A home/school liaison officer works closely with parents of pupils throughout the school and is very effective in ensuring that parents understand reports, newsletters and school policy.
51. The school works hard to keep parents informed about what goes on. In the past, teachers have arranged evening meetings when parents have been invited to find out more about the curriculum and other aspects of their children's work. A small number of parents attended a meeting where the National Curriculum tests for seven and 11-year-olds were explained. A number of those who attended said that it helped them understand the levels of attainment and gave them a clearer picture of how well their children were doing. Going beyond providing information, the school has also run

classes on literacy and numeracy for parents. These have proved to be very popular and because they were well-attended they are to be repeated in the coming year.

52. The written information given to parents is of a very good quality. Reports are very detailed and let parents know what their children can do in each subject. They make clear what pupils need to do to improve and how parents can help. A good feature of the reports is that they let parents know how well their children are doing in comparison with other children in the class and with children nationally. The school recognises that written reports are not always sufficient for parents who do not read or write English and consequently provides two formal opportunities a year for parents to meet with teachers and talk about their children's progress. However, parents are generally encouraged to speak to teachers at the beginning and end of the day if they have any concerns about their children's achievement or welfare.
53. Parents' involvement in their children's learning is increasing, though few help out in school. A number come into school to help their children choose reading books and those who hear their children read at home make a significant difference to children's love of books and their progress in reading. Teachers and support staff work closely with the parents of pupils who have special educational needs and they ensure that parents are involved in reviewing their children's progress and know how to help them at home. Teachers also work closely with the parents of pupils who speak English as an additional language, once again making best possible use of bilingual and multilingual members of staff to interpret school documents and attend a weekly *surgery*, where parents come to air their views.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher has led the school successfully through a period of considerable disruption, caused by the change of status from a first to a primary school and the major building work that has gone on for the last year. Through all of this he has managed to keep the morale of staff, pupils and parents high and the school is now in a good position to continue to raise standards and improve the quality of teaching.
55. Governors have strengthened the leadership and management of the school with the appointment of a senior team that includes an assistant headteacher as well as a deputy headteacher. Together with the headteacher they form a close and effective partnership that is working hard to bring about change and improvement. Their success stems from the good systems of communication within the school. Information from their regular meetings is passed to all staff and, in turn, the views of staff are shared. This has heightened the sense of team spirit within the school and there is a strong sense of everyone pulling in the same direction. The headteacher and senior team monitor the quality of teaching regularly and thoroughly. They observe each teacher once a term and use what they learn to help improve teaching through a planned programme of professional development. In the past, they have been successful in identifying weaknesses in the teaching of writing, which have now been rectified and as a result standards are beginning to improve. A drawback of this tier of management is that the three senior leaders of the school also have responsibility for managing the core subjects of English, mathematics and science. This is a heavy workload and prevents them from giving more of their time to managing the issues that are pertinent to the whole school.
56. Staff and governors wish the school to be one where educational inclusion is of paramount importance and where everyone has an equal opportunity to make progress

and has equal access to the curriculum. They manage this well, through providing extra staffing to support pupils who have special educational needs or who speak English as an additional language. Funding provided for learning mentors is used very effectively to ensure that pupils who have just joined the school settle in well and that those who have problems get the extra help they need to enjoy their time in school and achieve as well as they can.

57. The headteacher deploys staff thoughtfully and has extended the role of the subject co-ordinators to give them greater responsibility for managing their subjects than they had at the time of the previous inspection. Some co-ordinators have grasped this opportunity and are doing a very good job. For example, the co-ordinator for physical education has, in a very short time, evaluated the curriculum and monitored systematically the quality of teaching. She has used the information gained from this review to plan changes to the curriculum and teaching that are highly likely to improve the school's provision and raise standards. In contrast, the leadership and management of some subjects have not been strong enough to prevent standards from falling or to ensure that they have risen in those subjects where they were previously judged to be below average. The main reason for this is that not all co-ordinators monitor the quality of teaching or learning systematically. In addition, they do not always use the time that they are given to carry out their leadership and managerial responsibilities efficiently. This is most obvious when the time that is set aside for monitoring the quality of teaching is used for other, less useful occupations. The headteacher recognises that much of this is because some co-ordinators lack the knowledge that would help them be more effective in their roles and has planned a programme of training for the next year.
58. The co-ordinator responsible for managing the school's provision for pupils who speak English as an additional language has only recently been appointed. She has made a sound start by identifying what needs to be done to improve the way that pupils are taught and the help that they are given. At present, lack of co-ordination of staffing has resulted in some teaching time being used to support a range of situations, such as hearing pupils read, or providing support for the whole class, rather than specifically targeting the needs of those pupils who have English as an additional language.
59. The management of special educational needs remains good. The co-ordinator carries out all duties conscientiously and maintains effective contacts with staff, parents and outside agencies. The school uses funding for these pupils wisely and it contributes effectively to the progress made by pupils who need help with their learning or personal development.
60. The systems that are in place for evaluating the work of the school and for planning continued improvement are in their infancy but are likely to be effective. Governors hold the school to account and expect detailed information about the curriculum, teaching and standards from the headteacher. A number work in school and see for themselves what is going on in classrooms. They have a sound understanding of the strengths and weaknesses of the school and use this to set performance targets for the headteacher and targets for raising standards in English and mathematics. The headteacher's clear vision of how the school should develop is evident in the targets for improvement identified within the school improvement plan. The main problem with this plan for improvement is that there are too many targets to be achieved in the given time. The headteacher and governors recognise this as a weakness. The headteacher intends to make use of the end-of-year evaluation of the school's work and the findings of this report to ensure that the number of targets for next year is more manageable.

61. Several of the initiatives aimed at raising standards and improving the quality of teaching, leadership and management have not been in place long enough to produce the intended results. For example, the school has only just begun to track the progress of pupils and teachers have not yet started to use this information to predict pupils' attainment. However, the system is in place and, once it is used systematically, it is likely to provide teachers with valuable information about how well individuals and different groups of pupils are doing.
62. The prudent management of funds by governors and the headteacher has brought spending back into line and ensures that the school's finances are managed satisfactorily. The day-to-day administration is efficient and unobtrusive and ensures the smooth running of the school. Grants are used to improve teaching and to help pupils learn. For example, money is used to provide *booster* classes for those pupils in Year 6 whose work in English and mathematics is just below the level expected for their age. The extra help they get is expected to raise standards in this year's National Curriculum tests. Governors' decisions to spend money on higher numbers of support staff are paying dividends. Classroom assistants and other support staff make a significant contribution to the quality of teaching and are instrumental in ensuring that pupils enjoy their time in school.
63. There are sufficient teachers and resources to teach the curriculum and a good number of support staff. All teachers continue to have training to help improve their teaching and the benefits of this can be seen in subjects such as information and communication technology, where teachers are now more confident in using the school's computers and software. The building has been improved and extended but is not without problems. For example, there is no space for climbing apparatus in the hall and, unless pupils wear shoes, the floor is unsuitable for dance or gymnastics. However, the school makes best use of what it has and it is usual to see small groups of pupils and adults working diligently in the dining area or wherever else is available.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. Governors, headteacher and staff should

- (1) increase the effectiveness of monitoring by co-ordinators by:**

- a. establishing formal procedures for co-ordinators to systematically monitor and evaluate teaching and its impact on standards and learning
 - b. ensuring that co-ordinators check teachers' planning in order to ensure that work is pitched at the right level for different groups of pupils
 - c. monitoring the work in pupils' books
 - d. using the information from monitoring to plan further training for teachers
 - e. incorporating aspects of teaching and learning into the school's plans for improvement.

(paragraphs 57, 110, 117, 123, 129, and 141 of the commentary)

- (2) Improve procedures for assessment by:**

- a. agreeing and implementing procedures for assessing skills and knowledge in subjects where such procedures do not already exist
- b. ensuring that teachers plan opportunities for assessment
- c. keeping effective records that are linked to the learning objectives set out in planning
- d. using the school's computerised system to track and predict pupils' progress from one year to the next.

(paragraphs 47, 110, 117, 123, 129, and 141 of the commentary)

(3) Raise standards in reading by:

- a. planning more opportunities for pupils to read to adults
- b. ensuring that pupils understand what they are reading
- c. agreeing and implementing a system of recording what pupils have read
- d. ensuring that the books pupils read get progressively more difficult
- e. agreeing a structured programme for pupils to read books at home.

(paragraphs 82 - 84 of the commentary)

(4) Raise standards in geography by:

- a. allocating more time to the teaching of geography
- b. reducing the gaps in time between one topic and the next
- c. ensuring that all aspects of the curriculum are taught in sufficient depth
- d. enabling pupils to consolidate their learning by recording work in books.

(paragraphs 118 - 123 of the commentary)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	34	46	0	0	0
Percentage	0	4	41	55	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	33	374
Number of full-time pupils known to be eligible for free school meals		135

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register		81

English as an additional language	No of pupils
Number of pupils with English as an additional language	297

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	45
Pupils who left the school other than at the usual time of leaving	59

Attendance

Authorised absence

	%
School data	3.0

Unauthorised absence

	%
School data	0.9

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	14	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	23
	Girls	13	13	14
	Total	32	33	37
Percentage of pupils at NC level 2 or above	School	86 (74)	89 (72)	100 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	23	20
	Girls	13	13	13
	Total	32	36	33
Percentage of pupils at NC level 2 or above	School	86 (77)	97 (88)	89 (86)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	22	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	16	26
	Girls	15	14	15
	Total	36	30	41
Percentage of pupils at NC level 4 or above	School	65 (n/a)	55 (n/a)	75 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	18
	Girls	11	11	14
	Total	27	26	32
Percentage of pupils at NC level 4 or above	School	49 (n/a)	47 (n/a)	58 (n/a)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	1
Black – other	0
Indian	57
Pakistani	150
Bangladeshi	0
Chinese	0
White	111
Any other minority ethnic group	17

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.7
Number of pupils per qualified teacher	21.4
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	478

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.5
Number of pupils per qualified teacher	22
Total number of education support staff	3
Total aggregate hours worked per week	80
Number of pupils per FTE adult	7.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	10
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	5	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/01
	£
Total income	876,061
Total expenditure	834,706
Expenditure per pupil	1754
Balance brought forward from previous year	-20,677
Balance carried forward to next year	20,678

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	407
Number of questionnaires returned	81 (19.9%)

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	41	1	0	0
My child is making good progress in school.	46	52	1	0	1
Behaviour in the school is good.	48	42	4	1	5
My child gets the right amount of work to do at home.	30	47	19	4	1
The teaching is good.	47	46	2	0	5
I am kept well informed about how my child is getting on.	42	41	14	2	1
I would feel comfortable about approaching the school with questions or a problem.	46	43	5	1	5
The school expects my child to work hard and achieve his or her best.	52	42	1	1	4
The school works closely with parents.	35	49	12	0	4
The school is well led and managed.	49	42	5	1	2
The school is helping my child become mature and responsible.	44	44	9	0	2
The school provides an interesting range of activities outside lessons.	47	38	6	0	9

Pointers from the meeting for parents

- Parents are satisfied with the standard achieved by the school.
- Most parents believe the school does its best for their children.
- Parents approve of and support the values promoted by the school.
- Most parents feel the school gets pupils to behave well and they all recognise the encouragement from the school to achieve good attendance.
- Parents think the school has a balanced approach to homework. They also feel the school provides them with a good range of information.
- Parents acknowledge that they can easily get in touch with the school if they have concerns.

- Parents think the school is making constant improvements to its facilities and procedures.

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

65. Children in the foundation stage get a fine start to their education. The good teaching in nursery and reception classes has a positive effect on children's learning. Consequently, children make good progress and achieve well by the end of the reception year. The school has a very good relationship with parents. The home-school liaison teacher provides a very effective link with all parents, but particularly with those parents who speak English as an additional language. Children enjoy their time in the nursery and reception classes. Relationships are very good and this means that children trust the teachers and adults. This results in children who are enthusiastic, happy and respond positively to new and challenging tasks.
66. When they start in the nursery, children's skills and knowledge vary considerably. A small number of children have the skills and knowledge that are typical for their age. However, a far greater proportion have difficulties with speech or have other special educational needs and a significant number of children are learning to speak English as an additional language. This means that, on balance, children's attainments are well below what is typical for their age. Currently, the school has no method of testing children to assess their attainment on entry to the nursery and this means that the amount of progress made by children during their time in the foundation stage cannot be accurately measured. However, tests taken at the beginning of the reception classes indicate that standards remain below what is typical of four-year-olds.

Personal, social and emotional development

67. Personal and social development is taught well. By the time children leave the reception classes, most achieve below the levels expected in this area of learning, but they achieve well from when they first enter the nursery.
68. Relationships are very good and all adults are good role models, being calm, patient and caring as children learn new skills, while at the same time becoming familiar with a new language. At the start of each session in the nursery, the teachers and staff greet children warmly. For those children who feel anxious or upset at leaving parents or carers, kind words, often spoken in the home language of children with English as an additional language, soon settle the children and they quickly become interested in the good range of activities offered to them. In the nursery and reception classes, learning activities are well-organised so children experience the opportunity to make choices and decisions. Resources are clearly labelled and easily accessible, so children know where to find what they need for an activity and where to put it back afterwards. A good feature of the school's aim of developing children's awareness of and respect for cultural and ethnic differences is the way children are taught about the major religious and cultural festivals of the Christian, Hindu, Muslim and Chinese communities. They quickly develop understanding and respect for different cultures and religions. Children recently enjoyed working with a parent to hear stories about Diwali and following on from this, they made diva lamps and cards, and explored rangoli and mendhi patterns.

Communication, language and literacy

69. The teaching in this area of learning is good and as a result, while most children do not reach the standards expected for their age by the end of the reception year, all make good progress and achieve well from when they first enter the nursery. Teachers plan their lessons to focus on extending speaking and listening skills. Good teaching of the sounds of letters and words means that children who speak English as an additional language quickly learn new words. Teachers use a good range of resources to encourage children to extend their knowledge of the letters and sounds of the alphabet. For example, in one lesson, children chose objects out of a *magic bag*, then placed the object in a hoop containing objects that began with the same letter. This lesson was effective and children learned quickly because they were interested in the activity and it was matched to their ability, but also provided a good level of challenge. Teachers and *talking partners* constantly engage children in conversation. They ask questions, introduce new vocabulary and ensure that children understand new words and pronounce them correctly. As a result of this focused work, children who speak English as an additional language make good gains in their vocabulary.
70. In the reception classes, the basic skills of writing are taught well. Good displays in the classrooms show children a variety of writing for different purposes, so children learn to write invitations, letters, shopping lists and book reviews. They write about what they are doing in their activities. For example, children wrote a book about how a seed grows into a bean. Higher attaining children in the reception classes write independently.
71. Reading skills are encouraged from a very early age, as children enjoy listening to stories in the nursery. The stories are told with enthusiasm and children sit engrossed listening to the storyteller. Nursery staff explain carefully the meanings of words and by good use of questioning, assess how well children understand the story. Older children in the reception classes make good progress with their reading. Higher attaining children know how books are organised, know that an author writes a book and they are beginning to compare and contrast similar styles of writing. Children take books home to share with parents and carers and a home-school diary provides an effective link between home and school.
72. Most of the children who speak English as an additional language are at an early stage of learning the language. They receive good support in the nursery and reception classes. All the teaching assistants in the nursery and reception classes are trained *talking partners* and provide a structured language development programme for small groups of children for 20 minutes three times a week. Bilingual support staff, including lunchtime supervisors, offer support and assistance to children at playtimes and lunchtimes. This effective and carefully planned support, added to the good focus placed by all staff on extending the vocabulary of children, means that these children make good progress and achieve well in their English speaking skills by the end of the reception year.

Mathematical development

73. This area of learning is taught well and by the end of the reception year, although children do not reach the standard expected for their age, they make good progress and achieve well from when they first enter school. In the nursery, children learn through practical activities how to match, sort, compare, sequence and count. A good range of resources is used to develop interest and extend knowledge. Teachers and support staff play number or shape games with children and through enjoyable

activities, children not only learn about matching numbers to objects, but they also learn good social skills of working with others, following the rules of a game and taking turns. Older children in the reception classes recognise and name the shapes of a circle, square, rectangle and triangle, using correct mathematical vocabulary to describe their similarities and differences.

74. Teachers use resources to good effect to include children who speak English as an additional language. For example, in one lesson an Indian counting rhyme was used well as both a counting activity and to develop the children's knowledge of India.
75. Teachers give clear explanations of the activities on offer and help extend children's vocabulary by using correct mathematical terms such as *cylinder* and *cuboid*. Activities are made interesting as a result of thoughtful planning; for example, in one lesson, a learning support assistant worked with children as they weighed ice-cubes. They developed new language as they used a balance to understand *lighter* and *heavier*. The children loved scooping up the ice-cubes and watched with fascination as the ice-cubes melted and changed as they worked with them.

Knowledge and understanding of the world

76. Teachers provide a good range of learning experiences to ensure that children make good progress in their knowledge and understanding of the world. As a result of good teaching and effective use of resources, whilst children do not reach the standard expected in this area of learning, they make good progress and achieve well. In the nursery, children learn design and technology skills as they build and construct from a good variety of materials. They use glue, string, sticky tape and scissors to make models from household objects.
77. Teachers provide opportunities for children to develop the early scientific skill of observation as they plant cress, beans and mushrooms and watch them grow. Children water their plants and care for them and learn that food can be grown and enjoyed. A good selection of hand-lenses is used as children observe the changes that take place in the life cycle of a butterfly. As they get older, children in reception classes extend their skills in developing recording methods when they observe the growth of plants and label the different stages of growth. They organise pictures into the correct sequence to show how a butterfly emerges from a cocoon. Children use the computers with confidence. They use the mouse to click on the print icon to print their work independently. One girl was observed sitting quietly, reading the text on the screen to follow instructions to fill a treasure chest with treasure, moving the mouse to click and drag the items into the treasure chest. Children share resources well and wait patiently until it is their turn to try a different activity. Teachers and support assistants monitor activities well, assessing what children know, understand and can do in each activity. This good management ensures that the afternoon carousel of activities works effectively and children learn from a good variety of first-hand experiences.

Physical development

78. The teaching of physical development is good. Teachers provide many opportunities for children to handle construction equipment, use play dough to roll, cut and shape, to play in the sand tray and use scissors, paint brushes and crayons. By the end of the reception year, most children reach the standard expected in this area of learning and have made good progress from when they first enter school. In the nursery, children have access to an outdoor space every day, where they use a variety of large wheeled

toys and equipment that enables them to climb and balance. Older children in the reception do not have access to the nursery area, so they regularly use a variety of large and small apparatus to climb, balance and roll in the large hall. In dance, children begin to link movements together. They listen to music and respond imaginatively to make a short sequence of movements. They observe a caterpillar, then move like a caterpillar in dance. In gymnastics, children learn to travel in different ways. Children work co-operatively and in the lesson they responded well to the teacher's instructions to get in groups of three or four to practise travelling around the hall in a variety of ways.

Creative development

79. The teaching of creative development is good and while children do not reach the expected level in this area of learning, they make good progress in the way they use and handle a good selection of materials, tools and resources. In the nursery, children explored the feel and smell of paint as they mixed black and white paint with their hands to make the colour grey. They used their fingers to swirl patterns in the paint and became fully engrossed in this activity. The classroom assistant showed the children how to make a print of their pattern by pressing a piece of paper and they were delighted by the results of this. All staff plan and organise activities very well to ensure that knowledge and skills are developed thoroughly. Children are shown the work of famous portrait artists and these are displayed alongside the children's own attempts at painting portraits of their family members. Older children in the reception classes further develop their skills at painting portraits, when they used mirrors to observe their own features when sketching a self-portrait.

ENGLISH

80. Standards in English are below those expected by the end of Years 2 and 6. Too few pupils attain high enough standards in reading particularly. However, in the current Year 2 classes, a significant number of pupils are at an early stage of speaking English as an additional language. Also, the number of pupils who start or leave between reception and Year 6 is high and this has a seriously detrimental effect on standards.
81. Standards of attainment in speaking are below those expected nationally. On entry to Year 1, many pupils speaking English as a second language have difficulties understanding new words. Teachers continually persuade pupils to talk at greater length, to use wider vocabulary and to speak more confidently. For example, in one lesson, the class had a weekly target *we speak clearly so that everyone can hear*. Such strategies are successful, and by the time they are seven, most pupils are willing to take part in discussions, although their limited vocabulary frequently inhibits many from speaking at length. The *talking partners* scheme is used particularly well to give effective support to small groups of pupils, and is a significant factor in the sound progress that pupils make when speaking in whole-class situations. The school has ensured that staff are trained to deliver this structured programme of language development. Teachers spend time explaining new words; for example, in a geography lesson, pupils in Year 5 were taught the words *pollution* and *environment*. However, many lack the language skills to describe what these terms mean. Pupils have good opportunities to share their work at the end of lessons and in assemblies, although by the time they reach Year 6, few are eloquent speakers. Pupils' listening skills are good. They listen attentively to their teacher and to others.
82. Standards in reading are not high enough. Pupils make steady progress during the structured, guided reading sessions that they have with teachers. However, for many

pupils these are not sufficient to enable them to reach the levels expected for their age. In addition, many pupils do not read at home. With such a high proportion of homes where English is not the first language, pupils cannot always share a book with an adult reader competent in English. Many use older brothers and sisters. The school does not compensate for this by ensuring that pupils read regularly to adults in school.

83. Most of the teaching of reading is satisfactory. Teachers ensure that pupils in Years 1 and 2 use a range of strategies to help them read unfamiliar words. For example, they look at pictures for clues and sound out the letters to try and build up words. However, a significant number of average and lower attaining pupils in Year 2 read mechanically but do not understand what they have read. They are unsure about the plot and lack understanding of the hidden messages within the text. It is a similar picture in junior classes, where many pupils in Year 6 read fluently but do not fully comprehend what they are reading.
84. A weakness in the teaching of reading is that not all teachers keep detailed enough records of pupils' attainment. The exception to this is in the teaching of early literacy skills, where staff keep meticulous and detailed notes of what individual pupils can do and this is one of the reasons for pupils making good progress in these lessons. A further weakness is that the structured programme for reading is not always followed by teachers. In some years pupils read the same books more than once or select books that are far too easy or too difficult. Older pupils choose their own books and these are also sometimes inappropriate and difficult for them to understand. Few pupils read books from school every day so that opportunities to consolidate learning are missed. In most year groups there is no systematic use of home-school records to check on what reading is being done at home, or to encourage regular reading.
85. Following an analysis of the results of national tests the school has focused on the teaching of writing in the past two years. This has been successful and standards are rising. Over the last two years, standards for pupils in Year 6 have moved from well below average to standards close to national averages. This achievement is due in part to the effective Year 6 setting arrangements enabling pupils to be taught in smaller groups where the range of ability is less, and teachers to provide structured teaching at the right level. High attaining pupils are now taught at a more challenging pace, and this has resulted in more achieving the higher levels. However, by the end of Years 2 and 6, approximately one quarter of pupils do not achieve average levels in national tests. Inspection findings indicate that lower attaining pupils are sometimes given work that does not sufficiently meet their needs and this reduces the rate of progress made.
86. Pupils enter classes in Year 1 with below average skills in writing. They make good progress because teachers continually assess pupils' written work and remind them to use capital letters and full stops. A good quantity of work is completed, building systematically on prior learning and planned to meet the differing abilities of pupils. Most pupils spell simple three-letter words accurately, and confidently try new words. There are weaknesses in the provision at Year 2. Almost half of the work scrutinised was story writing, giving pupils limited opportunities to write for a range of interesting purposes such as poetry and instructional text. Teachers' marking does not tell pupils what to do to improve; for example, to use punctuation or finger spaces. This reduces the rate of progress. Pupils' limited use of punctuation, cursive script and words chosen to add impact and interest, are the main reasons for too few achieving the higher levels.
87. Standards of writing by the end of Year 6 are still below national expectations, but more pupils are now achieving the higher levels. Standards are rising. Pupils' writing in

previous test papers has been rigorously analysed and much has been done to raise its quality. While new initiatives take time to raise standards, pupils are now gaining a sound understanding of how to write in different styles, such as play scripts, diaries and letters. For example, pupils in Year 5 wrote persuasive letters arguing for and against fox hunting. Pupils in Year 6 wrote detailed instructions for setting a video recorder. Teachers have focused appropriately on extending pupils' choice of vocabulary so that written work is becoming more interesting. For example, pupils in Year 4 used phrases such as *a gleaming ball of fire*, or *a golden plate shimmering* to describe the sun. The main reasons why a significant number of pupils do not reach average levels for 11-year-olds relates to their early stage of language development and limited comprehension of written texts and vocabulary. For example, many pupils miss the endings from words, or use differing tenses within a sentence. Teachers consistently use the cursive script when modelling writing, but allow a significant number of pupils to print their work.

88. The quality of teaching is satisfactory overall, with some very good teaching in Year 1. Teachers have implemented the National Literacy Strategy effectively, and lessons are usually interesting and well-matched to pupils' abilities. Consequently, pupils listen attentively and sustain concentration. Teachers give clear explanations, sharing effectively the purpose of lessons, so that pupils know what to do. All teachers manage pupils effectively, pupils behave well and lessons run smoothly. Teachers give good opportunities for pupils to work together in pairs and groups, enabling them to practise social skills and to listen to the views of others. Teachers ensure that skills taught in English are applied well in other subjects; for example, pupils in Year 3 completed food diaries as part of a healthy eating science project. Pupils in Year 4 added impact to their writing by using computer generated fonts and pictures. Throughout the school, pupils who speak English as a second language are treated equally and make progress in line with their abilities. Pupils with special educational needs make good progress because of the effective, targeted support they receive. There are some weaknesses in teaching. In a significant minority of lessons, the introduction is too long, leaving pupils too little time to complete written work.
89. The leadership and management of the subject are satisfactory overall. The subject leader and a second co-ordinator share this role. Due to the consistent, effective monitoring of teaching in classrooms, they have a good understanding of the strengths and weaknesses in provision and are suitably placed to raise standards. Optional national tests are now used to help teachers identify weaknesses and plan relevant future work. However, whole school systems for assessing pupils' attainment and progress are not consistently used by all teachers. Additionally, senior managers do not systematically track the attainment and progress of individuals, groups and cohorts of pupils to ensure that standards are being maintained and targets met.

MATHEMATICS

90. By the end of Year 2, most pupils achieve standards that are similar to the national average. Standards for pupils in Year 6 are below those expected nationally. This is an improvement, however, on the results of the national tests in 2001, when standards were well below the national average. This was the first time that pupils in Year 6 had taken the tests since the school's change in status from a first school to a primary school and the results were affected by a number of factors. Most pupils spoke English as a second language and the number who started the school part-way through their education was high. Also, the disruption caused by the reorganisation had

a detrimental effect on standards. Despite these factors, the school exceeded the target it had set for raising standards in 2001.

91. Effective use of the National Numeracy Strategy has contributed over recent years to teachers' expertise and competence in providing pupils with a basic grounding in mathematical skills. Checks on the quality of teaching and learning are also responsible for improvements to standards. Through observations that had clear aims, the co-ordinator identified the need for specific changes to the strategies teachers used to teach mathematics throughout the school. A common factor identified was that planning lacked clear learning objectives for each lesson. Also, that a much stronger emphasis on the use of mathematical language was necessary, particularly for those pupils speaking English as a second language. Not only were these findings built into plans for development and shared with the staff as a whole, but the co-ordinator turned action plans into practical ideas for use in the classroom. All teachers now have clear aims about what pupils are expected to learn. They share these with pupils at the beginning of each lesson and check what they have learned at the end. During the lessons teachers make continual reference to the bold and attractive displays, found within each classroom, which highlight mathematical language and show illustrations of its use. As a result of all teachers playing a full part in actions to improve pupils' understanding of mathematical language, the benefits are already apparent in the increase in the number of pupils in Year 2 who have attained the higher levels in national tests in 2002 and those in Year 6 who are expected to do so. Again, in Year 6, the concentration on mathematical language, plus the provision of an extra *booster* teacher, has meant that pupils who were close to reaching the expected level in national tests have been given the additional impetus to achieve this target.
92. The quality of teaching and learning is satisfactory overall with some good teaching in both infants and juniors. Although the disruption caused by staffing difficulties in Year 2 meant that pupils made only satisfactory progress over time, the concentrated work to prepare them for the national tests gave them the necessary spur to reach national expectations. Teachers in Years 2 and 3, who teach mathematics to classes with a very wide range of abilities, generally ensure that work is matched to the ability of each pupil. In a good lesson on shape in Year 3, for example, higher-attaining pupils used their knowledge of two-dimensional shapes and right angles to complete a challenging *sorting tree* diagram while lower-attaining pupils successfully identified a number of right angles in the school's environment. However, this good practice is not always followed in other year groups. Although pupils are set in classes of similar ability, there is still a range of abilities within the set. When work is not planned to match the ability of each pupil, the progress of some pupils is slowed. Higher-attaining pupils in a Year 6 set, for example, were asked to draw shapes in order to calculate a missing length although they could perform the calculation in their heads, while lower-attaining pupils in Year 1, who were unsure of numbers to ten, struggled trying to find ordinal numbers to 20.
93. Teachers give the right amount of help to pupils with special educational needs for their difficulties with mathematics. They plan work that matches pupils' targets and enable them to complete the same range of work as other pupils but at a suitable level. Of particular help is the effective support they receive from trained assistants and this ensures that they make good progress towards the individual targets set for them. Pupils who speak English as a second language also receive additional support from classroom assistants and this helps them to make the same steady progress as other pupils in the school. The very good relationships within the school give all pupils the encouragement to take part in activities without fear of getting an answer wrong. They work together very well and readily help one another during group activities. Pupils in

Year 4, for example, listened to and took note of each other's suggestions as they made estimates of the capacity of a number of containers.

94. An improvement since the last inspection is that regular half-termly testing of pupils is helping teachers to assess what pupils know and can do. Although this information is used to plan work for the following half term, it is not used to set individual or group targets for pupils. Procedures for tracking pupils' progress through school are at an early stage of development. Marking is inconsistent and generally is not constructive enough to move pupils on. Pupils often do not correct work and some untidy work is accepted by junior class teachers.
95. Pupils put their mathematical skills to use in other subjects, although opportunities to do so, particularly in information and communication technology, are limited. Gaps in this subject are being filled, however, as the school gets to grips with its new resources. Homework is used to support pupils' learning either as preparation for future lessons or to consolidate or extend current work.
96. Leadership and management are good. The school has moved forward since the last inspection and positive steps have been taken to raise standards. The co-ordinator has begun to examine the results of national tests to identify strengths and weaknesses in teaching and learning and to look for gaps in the curriculum. She plans to give the same close attention to monitoring pupils' books. A comprehensive action plan is in place. This includes the development of numeracy targets for pupils and training for teachers to support links with information and communication technology. With the support provided by the co-ordinator, the school is in a good position to improve standards.

SCIENCE

97. By the end of Year 2, standards in science match those expected nationally. Although standards are higher than they were last year, when the school's first group of Year 6 pupils were tested, they remain below average for pupils at the end of Year 6. The rise in standards is a result of good leadership and management since the headteacher took over the co-ordination of the subject. The changes introduced, such as giving more time to teaching science and increasing the amount of resources, are starting to pay dividends. The quality of teaching has also improved as a result of more thoughtful planning, which includes clear details about what pupils will learn.
98. The methods of teaching science are generally effective. Lessons are planned carefully and in the best lessons the aims are shared with pupils so that they know how well they are doing. Classroom assistants and support staff work and talk with small groups and make a significant contribution to the quality of teaching, particularly for pupils who have special educational needs or speak English as an additional language. Pupils in Year 6 who need an extra push to achieve the level expected for their age benefit from good teaching in *booster* classes and this is also helping to raise standards. Weaknesses in teaching arise from the fact that teachers do not make sufficient use of information and communication technology to help pupils learn and the comments that they make on pupils' books are not always helpful enough to let pupils know how to improve their work.
99. A good feature of the teaching and one of the reasons why standards are rising is that teachers place a good deal of emphasis on pupils acquiring facts and knowledge. This starts in Years 1 and 2, when pupils are taught to use scientific vocabulary to

describe their observations and findings. Teachers ensure that pupils who speak English as an additional language have extra help whenever possible and they question them closely to assess whether they understand technical terms such as *predict* and *property*. Teachers in Years 3 to 6 continue to spend a good deal of time teaching facts. As a result, by the time they are in Year 6 many pupils use terms such as *evaporation* and *irreversible* confidently to describe changes in materials. A second reason for standards rising is that teachers are planning more challenging work for higher attaining pupils. This is paying dividends and the proportion of pupils who are expected to achieve a higher level in national tests is higher than it was last year.

100. In the best lessons, teachers have a thorough knowledge of the subject and build on pupils' prior learning. Interesting introductions, with clear instructions, prepare pupils well for the task and positive support throughout lessons maintain their interest. Consequently, pupils listen carefully to what they were expected to do, concentrate on their work and learn quickly. For instance, pupils in Year 1 built on their practical experiences of growing plants from seed and understood that plants provide food for humans. They named the fruit and vegetables provided for them to observe and draw. However, their limited skills in literacy restricted their written observations to a sentence such as, *We eat plants for our dinner*. Pupils in Year 5 learned, step-by-step, how to show the results of an investigation they had previously carried out, comparing rates of evaporation of water in containers of different shapes. Most showed a satisfactory level of understanding that evaporation is a change of state that can be reversed and know the need for a fair test.
101. One of the gaps in teaching that has been identified through monitoring by the co-ordinator, and from an analysis of national tests is that teachers do not provide enough opportunities for pupils to learn by experimenting and investigating. Most teachers keep a close control of investigations, which restricts pupils' participation and rate of learning. For example, in a lesson on setting up electrical circuits pupils were given only a brief opportunity to try to make and break a circuit for themselves. A further effect of this is that older pupils are unsure of how to set up their own fair tests and experiments and need help when recording their findings. This was seen clearly in a lesson in Year 5 when the teacher had to take pupils carefully through each step of the process, at an age when they are expected to know what to do without such detailed help.
102. As a response to criticisms in the previous report, the co-ordinator has worked hard to improve the schools' procedures for assessment and for monitoring pupils' attainment and learning. These are now satisfactory and the analysis of national tests gives a big picture of where there are gaps in teaching and learning. For example, the co-ordinator identified that not enough emphasis was being given to experimental and investigative science. However, teachers are not using the information from these and end-of-topic tests to ensure that work is pitched at the right level and in some junior classes pupils of different abilities are still given the same level of work. Where the work is either too hard or too easy, pupils are prevented from making faster progress.

ART AND DESIGN

103. Standards are in line with what is expected of pupils at the end of Year 2. This is lower than they were at the time of the previous inspection and is the result of more time being given to English and mathematics in the last few years. Pupils in Year 6 achieve standards that are typical for their age.

104. Teaching is generally satisfactory and some of it is good. The good teaching is because the latest national guidance is used for planning. This ensures that all National Curriculum requirements are met and there is continuity and progression in pupils' learning. Teachers provide plenty of opportunities for pupils to use a wide range of media and techniques. Younger pupils use pencils to make observational drawings, chalks to produce landscapes and collages using paper and materials. Older pupils use a range of techniques to develop their skills, including charcoal, pastels, printing using inks and collages, sometimes previously sketched. They use an appropriate range of pencils for their observational drawings. Some of their work increases pupils' learning about other cultures. For example, pupils learn about the Muslim faith as they make intricate rangoli patterns that are of a reasonable quality.
105. A good feature of teaching is the way teachers promote the work of famous artists. For example, pupils in Year 3 look at the work of Van Gogh and pupils in Year 4 study the work of Dali. They use pencils to draw pictures in a similar style. The effect of this is that pupils talk enthusiastically about their favourite artists.
106. Pupils have positive attitudes to learning and enjoy their work in art and design because teachers ensure that the activities they plan are interesting and that there are sufficient resources to encourage pupils' creativity. This was exemplified in a Year 6 lesson where a potentially disruptive pupil with special educational needs worked with a high level of concentration on a chalk drawing of a scene from the Blitz.
107. All teachers ensure that pupils with special educational needs and pupils for whom English is an additional language have equal opportunities to develop skills, knowledge and understanding by providing appropriate support for learning within the lessons. In a Year 2 class, the teacher ensured, when pairing pupils for the task, that one pupil was able to support another pupil by confidently translating the teacher's instructions into the partner's mother tongue. In a Year 5 lesson, a classroom assistant ensured that a pupil with physical disabilities was able to participate fully in the lesson. Because of the nature of the subject these pupils generally do as well as all others.
108. Teachers are beginning to make use of information and communication technology to help pupils learn about art and design and this is an improvement since the previous inspection. Pupils in Year 2 have produced pictures in the style of aborigines. Pupils in Year 1 produced designs for wrapping paper by tiling to produce a repeated pattern. They used paint programs to design and create pictures that are of a good standard. However, this is at an early stage and the co-ordinator recognises that more needs to be done to link the skills of art and design with those of information and communication technology.
109. There are some good quality prints displayed around the school, together with displays of pupils' work that are mounted attractively. When work such as *A Miscellany of Masks* is displayed the self-esteem of pupils is raised.
110. The leadership and management are satisfactory. The co-ordinator has monitored the implementation of the new scheme of work by asking all staff to complete a questionnaire about their work, but has not observed teaching. The marking of work in sketchbooks is inconsistent. Occasionally there are encouraging comments such as *A very good interpretation of Dali's work*. Only very rarely are there comments such as *Finger needs to be shorter perhaps?* that will enable pupils to improve their work. Assessment procedures are not formalised across the school. Improvements in the assessment procedures and observation of teaching will put the school in a better position to raise standards.

DESIGN AND TECHNOLOGY

111. Standards are in line with what is expected nationally of pupils at the end of Year 2. This is lower than they were at the time of the previous inspection and is the result of more time being given to English and mathematics in the last few years. Pupils in Year 6 achieve standards that are typical for their age.
112. The quality of teaching is satisfactory. An improvement since the previous inspection is the way teachers use national guidelines for teaching the subject. Teachers show pupils how to design a product before making it. Pupils in Year 1 draw suitable designs for rod puppets. By Year 2 they use a design brief to say in simple terms how they will make their product. Consequently, they produce ideas that are realistic before they make products, such as fruit salads. Teachers introduce more detail into the planning process as pupils get older. When they are in Year 6, pupils recognise that users have views and preferences and are beginning to take them into account, as demonstrated by their designs for slippers.
113. A weakness to the teaching is that teachers do not make sufficient use of information and communication technology at any step of the design, make and evaluate process. Neither do they use technology to record pupils' work.
114. Most teachers encourage pupils to take a pride in their work when they make their products. For instance, a significant proportion of finished slippers in one Year 6 class show very careful attention to the quality of finish and function. Teachers plan interesting work, which motivates pupils. As a result, pupils in Year 1 carefully made rod puppets that resembled their designs. Pupils in Year 5 made moving models with cams that functioned effectively.
115. Some teachers teach in more depth and with higher expectations than others. This was illustrated clearly in two lessons seen. In one lesson in Year 5, the teacher's introduction to the task was good enough to prepare pupils for what they had to do, so they set about their work enthusiastically. She emphasised her expectations when a pupil designed carelessly, by saying *this is precise work* and giving encouraging praise when it was merited. In another lesson, pupils became restless because the teacher did not give them enough detailed information about how to proceed and this led to a noisy working atmosphere. As a result, most pupils did not concentrate on their work well enough to produce accurate designs, for which they received undue praise.
116. Most teachers provide regular opportunities for pupils to evaluate their finished products. This is best exemplified in a Year 5 class where the teacher's higher level of expertise shows in how pupils make suggestions for improving their own work. However, not all teachers follow this requirement well enough. Few pay attention to the need for pupils to evaluate their work on a continuing basis during both the designing and the making processes. Consequently, pupils do not consider improvements and alternatives while they work. This is a weakness of the teaching.
117. In the past, the leadership and management of the subject have not been strong enough to prevent standards from falling. The main reason for this is that the co-ordinator does not systematically monitor the quality of teaching and learning. Consequently, weaknesses in teaching have not been identified or remedied. In addition, the school's current procedures for assessing and recording pupils' attainment and progress are not used effectively enough to track pupils' learning. The

co-ordinator recognises that these are areas of leadership and management that need further work if the school is to raise standards and improve the quality of teaching and learning.

GEOGRAPHY

118. Standards are below what is expected nationally by the end of Year 2 and Year 6. They have fallen by the end of Year 2 because insufficient time has been given to teaching geography. This is largely because of the emphasis given to English and mathematics in the past few years. As a result, most pupils, including those with special educational needs and English as an additional language, make unsatisfactory progress.
119. There are one or two weaknesses to the teaching that prevent it from being satisfactory overall. The most important of these is teachers' planning. In some year groups geography is taught for only one or two terms and teachers do not cover the curriculum in sufficient depth. For example, while pupils are given the opportunity to study and contrast their own locality with that of another area in England, they do not study other countries in the same depth. Consequently, by the end of Year 6, pupils talked knowledgeably about the differences in leisure facilities, work opportunities and the landscape between Lidget Green and Clapham Village. Pupils in Years 3 and 4 talked about the difference in weather and lifestyle in England and India but pupils in Year 6 were unable to contrast wider issues of physical features, trade and lifestyle of Gt. Britain and other countries because they have not studied them in sufficient depth. Similarly, although pupils locate England and Australia on a globe they are unable to find places such as Bradford, London or the British Isles in an atlas. By the end of Year 6, many pupils lack understanding of simple maps and plans and are unable to identify geographical features, such as roads and rivers.
120. A further weakness to the teaching is that there is not enough recorded work to enable pupils to reflect on and consolidate their learning through writing. For example, in an otherwise good lesson, pupils in Year 1 were not given sufficient time to complete their written work and this reduced the scope of the lesson. In Years 2 and 3 there is no work in pupils' books, and in Year 6, only six pieces of work in two terms.
121. Many of the methods used by teachers are effective. One teaching method that works well is the use of Barnaby Bear. Pupils in Years 1 and 2 take great delight in following the imagined and real travels of a teddy bear. Through following his travels pupils learn about modes of travel and begin to contrast the climate, language, food and lifestyle of the places he visits. Throughout the school, teachers give considerable emphasis to environmental issues in geography lessons. As a result, pupils in Year 2 know that litter and traffic noise have an adverse affect on the environment and older pupils learn about pollution and the conservation of resources. In lessons, teachers are skilful at questioning pupils to find out what they have learned and they help pupils to widen their geographical vocabulary through the careful explanation of new words such as *ferry* and *passport*. Teachers have also begun to provide opportunities for pupils to use computers to research facts by using CD ROMs and the Internet. Pupils have not had sufficient experience or practice to make them proficient at using information and communication technology to help them learn in geography.
122. There are some good features to the teaching. One of these is that teachers provide first-hand experiences that are enjoyable to pupils and help them learn. Pupils in Year 5 visited a water treatment works as part of their studies. This helped them gain a firm understanding of the causes of pollution, cleaning processes and the need to conserve

water. Visits to places such as the Yorkshire dales also help promote pupils' social skills at the same time as they widen their knowledge of the area in which they live.

123. In the past, the leadership and management of the subject have not been strong enough to bring about the required improvement in standards. The co-ordinator has introduced nationally recommended guidelines for the planned programme of work. These have not yet been linked to a shared system of assessing and recording what pupils know and can do. There has also been insufficient monitoring of teachers' planning, the quality of teaching and learning in classrooms and the work in pupils' books. This has resulted in anomalies in time allocations, subject coverage and written work going undetected. The current subject development plan addresses these issues effectively.

HISTORY

124. Pupils' attainment by the end of Year 2 is typical for their age. Standards have been maintained since the previous inspection. However, standards by the end of Year 6 are below the level typical for their age. This is because teachers do not give enough time to the subject.
125. The quality of teaching is satisfactory overall. As a result, most pupils make steady progress. Teachers use the school's guidelines to plan lessons and this ensures that most pupils develop historical skills as well as knowledge. For instance, in lessons in Year 6, teachers developed pupils' skills in historical enquiry by using video extracts and eye-witness accounts to help them understand the causes of the Second World War and how it affected ordinary people. In Years 1 and 2, teachers do not cover enough work. As a result, pupils do not gain enough knowledge or skills. Pupils in Year 2 know about the events of the Great Fire of London and of eye-witness accounts, but in insufficient detail or depth. Teachers in Year 1 do not give pupils a suitable start to learning history, because they do not develop their skills in writing historical narrative and description.
126. Good features of teaching occur where teachers have a firm grasp of the subject. In a good lesson in Year 6, the teacher's lively and knowledgeable introduction about the Second World War gave pupils a suitable background knowledge. This enabled them to consider the causes of the war and distinguish between fact and opinion. For instance, pupils clearly identified the German perception of unfair treatment after the First World War as a cause, but rejected the opinion that Hitler *was a madman out of control*. Teachers make good use of support assistants, who make a positive contribution towards the good progress made by pupils with special educational needs. For instance, in a lesson in Year 5, a support assistant's questioning and discussion about photographs of Ancient Egyptian artefacts enabled pupils to match them with written information. Teachers and pupils have very good relationships, consequently, pupils' behaviour and attitudes to their work are good.
127. Teachers make good use of educational visits to provide first-hand experiences for pupils. For example, pupils in Year 3 talked animatedly about a visit to a museum where they gained an insight into the life and times of Vikings. The only weakness of these visits is that teachers do not always plan suitable follow-up activities to maintain pupils' interest at a high level.
128. There are weaknesses in the teaching that prevents standards from rising. Teachers do not pay enough attention to the way they develop pupils' skills in recording what they

learn. This limits the progress pupils make towards independent learning. Teachers rely too heavily on undemanding tasks that result in identical writing, or on completing worksheets. In particular, work set does not stretch higher attaining pupils. Although teachers provide some opportunities for older pupils to research using CD ROMs, they do not use the computers in classrooms often enough and this limits pupils' skills in researching independently.

129. In the past, the leadership and management of the subject have not been strong enough to prevent standards from falling. There are no procedures for assessing and recording what pupils know and can do. Although teachers mark pupils' books regularly, they do not indicate whether they have achieved the aims of the lesson or how pupils can improve their work. Consequently, teachers do not have a sound basis for planning work to match pupils' needs. Weaknesses have not been picked up, because the co-ordinator has not monitored the quality of teaching and learning closely enough.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards are below what is expected by the end of Year 2 and Year 6. The school has not had the resources to keep up with developments in information and communication technology. However, in the short time since the school set up the new computer suite, pupils are already beginning to make good progress and standards are set to rise in the next year. Pupils in Year 6 have word processing and graphics skills that match those expected of 11-year-olds.
131. Since the previous inspection the school has installed a suite of computers. This increase in resources has had a significant impact on pupils' learning in the short time since it was installed. Some classes in Years 1 and 2 and all classes in years 3 to 6 are taught by the school's specialist teacher. The teaching in these lessons is good. One of the strengths of teaching in these lessons, is that pupils are given clear directions and detailed step-by-step instructions to help them in their work. This is particularly evident in the way that younger pupils are taught to use the computers. As a result, they have quickly gained familiarity with the layout of the keyboard, control the cursor with a mouse, log on and off and open programs. They know that instructions can be recorded for replication and amendment. For example, pupils in Year 2 recorded instructions for a boat to reach a lighthouse without colliding with rocks. They also know that information and communication technology is not just computers, but includes many domestic items.
132. Pupils are taught to use word processing skills well. This is one of the reasons why pupils in Year 6 have managed to catch up and achieve the levels expected for their age. In a short time they have learned to use computers to communicate information as printed text and they produce writing that has good layout, use of colour, changes of font and print size and occasionally incorporate graphics into their work. Pupils in Years 1 and 2 use computers to draft and write stories and accounts of events.
133. A weakness to the teaching is that teachers do not make sufficient use of the computers in classrooms. This prevents pupils from practising and applying the skills that they learn in information and communication technology lessons. For example, older pupils have learned how to use CD ROMs and the Internet to research information but rarely get a chance to use these skills in lessons. In the main this is

because not all teachers have the skills and confidence to use the school's new technology. Consequently, there are gaps in pupils' knowledge of using spreadsheets, databases and control technology that prevent them from reaching the standards expected nationally by the end of Year 6. However, the school has planned a programme of training for teachers that will remedy this situation.

134. Pupils with special educational needs, English as an additional language and those who are admitted at other than the usual times make the same progress in lessons as other pupils. This is because of the level of support provided by the teachers and support assistants. In a good Year 6 lesson a recently admitted pupil was enabled to use the Internet to find information about the Blitz because of the support she was given in her mother tongue. At the same time her knowledge and understanding of English was fostered.
135. The subject is led and managed well. The co-ordinator has begun to monitor the curriculum far more rigorously than was the case at the time of the previous inspection and this has resulted in teachers now having high quality guidelines to help them plan work. A further improvement is that the school now has good procedures for assessing pupils' skills in information and communication technology. Put together, these initiatives are intended to ensure that work planned for pupils builds on their prior learning. However, they have not been in place long enough to have had a measurable impact on pupils' learning.

MUSIC

136. Standards in music match those expected nationally by the end of Years 2 and 6. The school has made improvements to the curriculum for music by introducing a new national programme to fill gaps in provision and aid teachers' planning.
137. One lesson in Years 1 and 2 was observed during the inspection and it was good. Teaching in Years 3 to 6 is satisfactory overall with very good teaching in a Year 4 class. Teachers make good use of correct musical vocabulary. In the Year 2 lesson, the teacher was careful to introduce the correct musical vocabulary at the relevant points in the lesson and, through practical activities and listening to music, went on to help pupils make comparisons between *pulse* and *rhythm*. In a Year 5 lesson, the teacher reminded pupils of *concord* and *discord* as they experimented with different percussion instruments in preparation for their *ostinato* to accompany a new song.
138. Pupils are keen to create a range of moods by using different instruments, rhythms and textures. In a very good lesson in Year 4, pupils used parts of their body as well as a variety of instruments to create a *sound picture* of the journey of a river to the sea. Not only did pupils in each group work together very co-operatively to produce their part of the journey but they also made sensitive evaluations of the work of other groups. This enabled improvements to be made before the complete picture was recorded. The pleasure they experienced when listening to their own work and that of their classmates was very obvious.
139. Teachers provide frequent opportunities for pupils to sing and consequently, pupils know a good number of songs by heart and sing them in a reasonably tuneful way. In Year 6, the teacher used her expertise well during a *call and response* activity. Pupils gave solo *responses* to her *calls*, accurately reproducing her variations in tune and pitch. However, there were occasions in Years 5 and 6 when the teaching was not focused on improving pupils' voices through, for example, breathing control and

controlling dynamics. Generally, pupils are not taught how to evaluate and improve their singing.

140. Music makes a satisfactory contribution to pupils' spiritual and cultural development. This is because teachers select different styles and traditions of music for listening to and discussion in lessons and assemblies. A visit to a nationally renowned orchestra, followed by visits to the school by members of the orchestra, enhanced pupils' appreciation of music. A small number of pupils receive violin tuition from a visiting teacher and there is a choir and recorder club to extend pupils' interest in music. As yet no use is made of information and communication technology for composing or playing.
141. The co-ordinator, who recently took over the role, provides satisfactory leadership of the subject. She has already implemented a scheme of work that covers all areas of the music curriculum and increased the number and range of teaching resources in order to develop the musical expertise of staff. There are no opportunities, however, for the co-ordinator to observe the quality of teaching in the classroom. There are no formal procedures to check pupils' skills and understanding so that teachers do not have a firm grasp of what pupils can do well or where they need to improve.

PHYSICAL EDUCATION

142. Standards in games match those expected nationally by the end of Years 2 and 6 and school sports teams are beginning to have some success in local leagues and tournaments. Pupils in Year 6 achieve sound standards in athletics and adventure activities and say that they enjoy this aspect of physical education very much. Almost half of the pupils in Year 6 can swim 25 metres and a number swim much farther. It is not possible to make judgements about pupils' skills in gymnastics or dance because no lessons were seen and the school does not keep a photographic record of what pupils can do.
143. Most of the teaching is satisfactory and some is good. One of the strengths of teaching is that teachers ensure that boys and girls have equal opportunities to take part in all activities and to develop their physical skills. For example, girls and boys play football and learn to dance. Pupils who have physical disabilities are given tasks to work on during parts of lessons when they cannot carry out the same exercises as other pupils in the class. This works very well and ensures that they get the same enjoyment from their lessons as other pupils. Similarly, pupils who cannot take part in lessons are given tasks to do, such as evaluating pupils' performance or recording achievement. All of the pupils in Year 6 get the chance to go on residential visit. Those in this year's classes talked excitedly about their visit and about canoeing, climbing and riding on quad bikes.
144. There are several reasons for pupils achieving reasonable standards in games. Teachers ensure that pupils are taught the right techniques for passing, throwing and catching. For example, pupils in a class in Year 1 were constantly reminded to keep their eye on the ball as they threw it into the air and caught it with two hands. Older pupils learn how to hold a rounders bat correctly and to bowl in a straight line to opponents. This means that when they begin to play team games, pupils have practised the skills necessary to help them succeed. As a result of the practice they get, pupils in Year 6 show considerable control and accuracy when running, dodging, changing direction, catching and throwing balls. Their knowledge of the rules of a variety of ball games is secure. Most of them manage to maintain good levels of

teamwork, to keep to the rules of different games, such as rounders, and to sustain vigorous exercise throughout a lesson or an after-school club.

145. There have been several improvements to the curriculum and the quality of teaching since the previous inspection. The time devoted to physical education has been increased, though a weakness to the teaching is that there are still some inconsistencies to the length and number of lessons between year groups. Teachers continue to make use of pupils to demonstrate their performance but this no longer slows the pace of lessons and often forms a natural break as pupils develop and improve their skills. A further weakness to the teaching is that teachers do not make sufficient use of information and communication technology in their lessons. For example, music is not used during warm-up sessions.
146. Lessons in physical education make a strong contribution to pupils' social development. The co-ordinator gives a lot of time and effort to after-school sports and clubs. Pupils enjoy the activities and gain a sense of fair play and competitive spirit. Pupils who attend them make good progress in sports. In all lessons, pupils and teachers dress suitably for physical education. In this way teachers create good opportunities to act as role models for pupils.
147. The leadership and management of the subject are outstanding and the co-ordinator has worked extremely hard since her appointment at the start of the year. A thorough audit of the curriculum and systematic monitoring of teaching have highlighted gaps in teachers' knowledge, in procedures for assessment and recording and in the way the curriculum is planned. These have formed the basis of a carefully worked out plan for improving the school's provision. Changes have already begun, with a host of after-school sports activities that are very popular with pupils and parents and greater involvement in national sports and gymnastics initiatives. All of this puts the school in a good position to be able to continue to raise standards and improve the quality of teaching and learning.

RELIGIOUS EDUCATION

148. Standards are above what is prescribed by the locally Agreed Syllabus for pupils at the end of Year 2 and Year 6. This is a result of good teaching and the fact that the school is a multicultural school where pupils gain first-hand knowledge of other religions and faiths.
149. Teachers follow the topics in the locally Agreed Syllabus to plan their lessons so that pupils at the end of Year 2 know about special foods and special places in respect of Islam, Judaism and Christianity. They know the significance of festivals such as Diwali, Passover and Christmas. They also identify and name the key features within a church, such as the altar, font, pulpit and pews. By the end of Year 6, pupils' knowledge and understanding of the world's main religions have been extended because teachers build on their previous learning. Pupils know about the sacred writings and the symbols associated with the faiths of Buddhism, Islam, Sikhism, Hinduism and Christianity. They also know about the life and teaching of Jesus.
150. The strengths of the teaching are the teachers' secure knowledge and understanding of the subject, the effective use of skilful questions to draw ideas from and extend the learning of the pupils and the activities that ensure that the learning intentions identified in the planning are attained by the pupils. These activities frequently draw on and

reinforce pupils' literacy skills. Pupils in Year 4 learning about the importance of the spiritual nature of Paul's journey to Damascus listened attentively as the teacher read from a text with good illustrations that captured their interest. Questions such as *What does fill with the Holy Spirit mean?* enabled the teacher to check the understanding of pupils' as well as giving them the opportunity to explain meanings in their own words. The subsequent imaginative use of role play in which pupils read from cards, prepared by the teacher, accurately and with confidence, reinforced pupils' understanding and they made good progress in their learning. Written tasks, such as composing a prayer for a new baby, enable pupils to practise their writing skills. However, there was no evidence of the use of information and communication technology to support learning in the subject. All work is marked and there are often encouraging comments about the efforts made by pupils. However, the marking does not assess learning in a way that feeds into subsequent planning or make comments that will enable pupils to make progress in their learning. Recently introduced assessment procedures are enough to enable teachers to assess attainment at the end of each year, but the co-ordinator is aware that more detailed procedures will enable teachers to plan more effectively.

151. Another strength of the teaching is the support provided for pupils with special educational needs, English as an additional language and those who are admitted at other than the usual times that enables them to make the same progress in lessons as other pupils. In a good Year 6 lesson, a recently admitted pupil was enabled to complete the task because of the support she was given in her mother tongue by other pupils.
152. The subject is managed satisfactorily. The co-ordinator has a clear view of the strengths of the subject and areas for development, for example, by the way in which the implementation of the new locally Agreed Syllabus is being monitored.