

## INSPECTION REPORT

**CAWLEY LANE JUNIOR, INFANT AND NURSERY  
SCHOOL**

Heckmondwike

Yorkshire

LEA area: Kirklees

Unique reference number: 130351

Headteacher: Mr R A Ovenden

Reporting inspector: Mr D J Cann  
20009

Dates of inspection: 27<sup>th</sup> – 30<sup>th</sup> January 2003

Inspection number: 248801  
Full inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Junior, Infant and Nursery

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Cawley Lane  
Heckmondwike  
West Yorkshire

Postcode: WF16 0AN

Telephone number: 01924 325690

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Appropriate authority: Governing body

Name of chair of governors: Mr D Thornton

Date of previous inspection: 23<sup>rd</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Cann 20009	Registered inspector	Equal opportunities Science	What sort of a school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Eva Mills 13459	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Vivien Wilson 25775	Team inspector	Art Design and technology Music	Spiritual, moral, social and cultural development
Agnes Patterson 25802	Team inspector	Mathematics Information and communication technology Special educational needs	How good are the curricular opportunities?
Sue Macintosh 20368	Team inspector	English Geography History Religious education	
Andrew Mumford 32218	Team inspector	Foundation Stage Physical education	
Mark Madeley 22657	Team inspector	English as an additional language	

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

### **INFORMATION ABOUT THE SCHOOL**

Cawley Lane Junior, Infant and Nursery school has 358 pupils on roll between the ages of 5 and 11, plus 52 children aged 3 to 4 who attend part-time in the nursery. The school serves a multi-cultural and multi-faith community and over half the pupils learn English as a second language. Pupils live in the residential area around the school in a mixture of privately owned and rented accommodation. On joining the school, pupils' attainment is well below expectations since many pupils have very limited language skills. The number of pupils eligible for free school meals is in line with the national average. The number of pupils with special educational needs is also in line with the national average, although the number of pupils with statements of special educational need is above average.

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

Cawley Lane School provides pupils with a good quality of education and serves its local community well. The headteacher is highly respected by parents, pupils and staff and gives the school clear and sensitive leadership. He works closely with all staff and they encourage pupils to develop a very positive attitude to learning. Pupils make good progress through the school and by Year 6 most achieve standards in English, mathematics and science that are in line with those expected nationally. The school represents good value for money.

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

- Pupils of all abilities and backgrounds make good progress through the school. By Year 6, pupils' attainment in mathematics and science is in line with the nationally expected standards and in English, pupils' skills are close to those expected.
- The headteacher and his deputy work very effectively to provide strong direction for the school. Senior staff carry out their management responsibilities well and are committed to the continuing programme of raising standards in the school.
- The quality of teaching is good and staff implement good systems for promoting pupils' personal and academic progress. Teaching is particularly good at developing pupils' literacy and numeracy skills across all subjects.
- Throughout the school there is a strong emphasis on developing pupils' personal and social skills. This helps to establish mutual respect between adults and pupils and creates a very harmonious environment in which pupils relate to one another very well.
- Pupils have a very positive approach to school and attendance is well above average.
- Support for pupils with special educational needs is very good and as a result they progress well.

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

- Opportunities for pupils to use and develop their skills in speaking English.
- Support for older pupils who are beginning to learn English as an additional language.
- The range of accommodation especially for teaching physical education.

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

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

The school was last inspected in February 1998 and five key issues were identified. The school has made good progress in addressing nearly all of these. Pupils' results in Year 6 tests of literacy have improved at the same rate as that achieved nationally and, in numeracy tests, results have risen considerably. Pupils' results in Year 2 tests are significantly higher and pupils make good progress at all stages of their schooling. The quality of teaching has been maintained at the same strong level and is good throughout the school. The school has done well to raise the level of attendance to the point at which it is now above the national average. Support for pupils with special educational needs is better organised and encourages their good progress. The support for pupils learning English as an additional language is generally good for all pupils, except for older pupils who are at an early stage of learning the language. The management systems in the school have been improved in all other respects since the last inspection and are good. The school clearly has the capacity to continue its strong development.

## 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
	2000	2001	2002	2002
English	C	D	E	D
Mathematics	D	D	C	B
Science	C	C	E	D

**Key**

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

\* schools where there are a similar number of pupils eligible for free school meals

Current pupils in Year 6 attain levels that are broadly in line with those achieved nationally. Pupils make good progress at each stage as they advance through the school. On entry, pupils have a wide range of skills, but the overall level is well below expectations. The results of tests at both Years 2 and 6 are often below the national average but have improved since the last inspection. The school makes a careful analysis of pupils' strengths and weaknesses and is successful in identifying aspects that teachers and pupils can improve. While Year 6 results in 2002 were well below the national average in English and science, pupils attained levels in line with those expected in mathematics. For this group of pupils, progress between Years 2 and 6 was sound overall. In 2001, pupils' progress was very good, both for those whose first language is English and for those who learn it as an additional language. Pupils' skills in speaking and listening are often below those expected, especially among those learning English as an additional language. Pupils with special educational needs make good progress and achieve levels in line with those expected for them. In information and communication technology, Year 6 pupils have good skills as a result of very good teaching and effective use of resources. The standards observed in physical education are below expectations, but in all other subjects pupils attain levels in line with those expected nationally. By the end of the Foundation Stage, children's personal development is good but most do not achieve the nationally expected levels in language and number. However, progress is good, especially for those learning English as an additional language. By Year 2 pupils progress well in reading, mathematics and science, although their attainment is often below the national average. In writing they achieve levels in line with those expected nationally and make very good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are well motivated, keen to learn and willingly take part in all activities.
Behaviour, in and out of classrooms	In class and at playtimes pupils' behaviour is very good.
Personal development and relationships	Relationships are very good between pupils and staff, boys and girls from all backgrounds work and play together very well.
Attendance	Very good.

## TEACHING AND LEARNING

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

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

The quality of teaching has been maintained at the same good level since the last inspection. Planning is good and identifies the needs of individual pupils effectively. Pupils who are learning English as an additional language are generally given good support, as are those with special educational needs. However, pupils who join the school with a limited knowledge of English do not always receive the specialist instruction that they need. In many lessons, higher ability pupils are challenged through good questioning and extension tasks. The setting of pupils by ability in literacy and numeracy is effective in stimulating the learning of more able pupils. Teachers are good at developing pupils' writing and number skills in subjects like science, history and design and technology. Learning in science is effectively based on pupils' own investigations and experiments, which are successful in extending their understanding. Teachers have very good relationships with pupils and they manage their classes well. Pupils understand and accept class routines and this has a strong impact on establishing their good approaches to learning. Teachers maintain a very close check on pupils' understanding and progress. The marking of pupils' work is of a consistently high standard with teachers encouraging pupils and also indicating how they can improve their work. Teachers are good at introducing and explaining new words and expressions in all subjects. However, teachers do not always give pupils enough structured opportunities to speak and explain themselves in discussions. They do not seek to draw out all pupils in their questioning with the result that in some lessons, the more confident individuals can dominate. Teachers are good at extending pupils' learning through information and communication technology and this has a positive impact on their knowledge. Teachers give good direction to classroom assistants, who make a valuable contribution to pupils' learning, especially for those learning English as an additional language and for those with special educational needs. Teaching is very good in the nursery where adults work together very effectively to create a welcoming environment, which is particularly good at developing children's social skills and their understanding of language.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning activities for pupils of all ages, which are well linked to their interests and needs.
Provision for pupils with special educational needs	Support for pupils is very good throughout the school, although relatively few pupils are identified at an early stage of their schooling.
Provision for pupils with English as an additional language	Good support is given to pupils in class and in withdrawal groups. All staff are committed to promoting pupils' progress but the school has limited specialist resources to support teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school is very successful in encouraging pupils' personal and social development. Teachers place a strong emphasis on extending pupils' awareness of their responsibilities to one another. Spiritual, moral and cultural development is good.
How well the school cares for its pupils	Teachers know pupils very well and give them good personal support and guidance; the procedures and use of assessment are very well developed in literacy, numeracy and science but not yet fully developed across other subjects.

The school has established good relationships with parents, who are welcomed into school and encouraged to contribute to their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good direction to the school and is much respected by staff, parents and pupils. He is very well supported by the deputy headteacher and senior staff, who fulfil their management roles effectively.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities satisfactorily. They are supportive of the school but with a relatively small number of active members, they do not have a strong influence on the school's development.
The school's evaluation of its performance	The school measures its attainments very well and sets its programmes for development clearly.
The strategic use of resources	The school uses its resources effectively. Budgets are carefully allocated to raise standards and support the school's developments. The accommodation has many shortcomings but is well used to create a stimulating learning environment, especially for younger pupils.

The school's restricted accommodation makes teaching difficult for individuals or groups and limits pupils' learning in physical education. The school is effective in applying the principles of best value in its spending.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifteen parents attended a meeting prior to the inspection and 135 questionnaires were returned (36 per cent of those distributed).

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school</li> <li>• The school is well led and managed</li> <li>• Teaching is good</li> <li>• Children make good progress and are expected to work hard and do their best</li> <li>• Behaviour is good</li> <li>• The school is helping children become mature and responsible</li> <li>• Parents are comfortable about approaching the school with questions or a problem</li> </ul>	<ul style="list-style-type: none"> <li>• More information about children's progress</li> <li>• More extra-curricular activities</li> </ul>

Inspectors agree with parents' positive comments. They consider the school communicates well to parents and provides a good range of extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1. In 2002 tests for Year 6 pupils, results were well below the national average in English and science, but in line with the expected level in mathematics. When compared with the levels attained in schools with a similar number of pupils eligible for free school meals, the school's 2002 test results were below average in English and science but above average in mathematics. Given the low level of skills that pupils have on entry to the school, the progress of these pupils was sound in English and science and good in mathematics. Test results in the two previous years were significantly stronger than this and the 2002 results reflect the greater number of pupils in that year group with special educational needs and at early stages of English acquisition. Test results have improved since the last inspection and kept pace with the rising national trend.
2. Current pupils in Year 6 are on target to achieve results in line with the national average in English, mathematics and science. Pupils whose first language is English and those learning English as an additional language make good progress. In 2002, pupils met the targets set for them in mathematics but fell short of them in English. They are in line to meet the targets set for them in 2003 in both subjects. Although there are minor variations year on year, there is no significant difference between the attainment of boys and girls over time.
3. In 2002, pupils' Year 2 test results were below the national average in reading and mathematics and average in writing. Against similar schools, pupils' results were average in reading and above average in writing and mathematics. In science assessments, pupils attained levels that were below the national expectations but in line with those achieved in similar schools. Overall, results have improved significantly since the last inspection, especially in writing. There is no significant difference between the attainment of boys and girls in Year 2 test results.
4. Children enter school with skills that are far below those expected from children of a similar age. Over half the children come from homes where English is an additional language and many have little knowledge of English on entry. Teachers place considerable emphasis on language development and children make good progress from a low starting point. Nonetheless, most pupils enter Year 1 with below average skills in language, number and their knowledge and understanding of the world. Their personal and social development is in line with the level expected as a result of good teaching and the welcoming atmosphere created in the nursery and reception classes.
5. Pupils develop satisfactory listening skills by Years 2 and 6, but their speaking skills develop only slowly. While teachers are placing more focus on developing pupils' vocabulary, this is a relatively new initiative and has not yet had an impact on standards. Other areas of literacy teaching have improved significantly, which has been important in raising pupils' attainment. By Year 2, pupils' writing is in line with national expectations, which indicates that pupils are making very good progress. These standards are well maintained into Year 6 where pupils continue to progress well writing for an interesting variety of purposes. Pupils are given time to marshal their thoughts and assistance to express them on paper. They make good use of their literacy skills across all subjects and produce a good quality of written work in subjects like science, history and design and technology. Pupils' reading skills are below expectations by Year 2 but progress is good and this continues to Year 6 where they are attaining the levels expected nationally.

6. Pupils make good progress in mathematics by Years 2 and 6. Attainment has risen significantly since the last inspection and results in Year 2 and Year 6 tests have been very close to the national average for the last two years. Most of the current pupils are attaining standards in line with those expected and many are exceeding them. Well-organised teaching throughout the school promotes pupils' achievements and in excellent lessons in Year 6, pupils made very good progress. The setting of pupils according to their ability in Years 4, 5 and 6 helps teachers to develop pupils' understanding at the right level and pace. The number of pupils achieving above the expected levels in Year 6 tests was high in 2001 and is high again amongst current pupils. There are very good systems for measuring and recording pupils' progress and teachers make good use of this information in planning teaching. Teachers have recently placed a strong emphasis on developing pupils' understanding of technical vocabulary, which is having a particularly beneficial effect on pupils learning English as an additional language.
7. Pupils' attainment in science has been improved since the last inspection. Pupils have very limited knowledge of the subject when they enter the school and they make good progress. By Year 2 pupils' attainment is below national expectations but their progress is good and they attain levels in line with those found in similar schools. In Year 6 tests, pupils' results have varied considerably over the last four years but are significantly stronger than at the last inspection. Teaching places a strong emphasis on investigational work, which helps to develop pupils' understanding and interest in the subject. Pupils develop their knowledge and skills well and pursue their own lines of enquiry with a good understanding of how to set up proper tests.
8. Pupils' attainment in information and communication technology is in line with expectations by Year 2 and exceeds them by Year 6. They make very good progress by Year 6 and develop their skills across all areas of the subject. As well as using computers for word processing and creating spreadsheets, pupils learn simple control technology, use computerised measuring devices in science and communicate through the Internet with schools abroad.
9. Pupils' attainments in other subjects are broadly in line with those expected, except in physical education where attainment is in line in dance but below expectations in the gymnastic lesson seen. The school's restricted accommodation and limited indoor resources do not provide pupils with sufficient opportunity to develop their skills as they should.
10. Pupils learning English as an additional language generally make good progress, although some older pupils lack the intensive support they need to advance quickly. Those who join the school with little or no knowledge of English in nursery or reception classes make very good progress. They are well supported by the adults in these classes, who help them to develop their language and social skills in a range of every day situations. They swiftly learn not only social English, gaining the ability to communicate with adults and friends, but also specific vocabulary related to different subjects. Pupils in Years 1 to 3 are also well supported by teachers and bilingual support assistants and they progress well. In older classes, where pupils have some knowledge of English, they also make good progress. They are 'buddied up' with a friend who speaks their home language and receive good help from bilingual support staff. Where older pupils have very limited knowledge of English they are often put into the lowest ability group where some make sound progress and benefit from the support available in class. However, a small number learn slowly because there is no programme of intensive tuition designed to introduce pupils to early stages of English tailored to their individual needs.
11. Lower ability pupils, including those with special educational needs, make good progress in their basic skills by Year 6. Support for pupils with special educational needs is well organised in a way which focuses on their learning needs in both their group work and

class activities. Pupils make good progress in lessons and teachers work closely with learning support staff to provide different approaches, methods and activities to support their learning. Pupils with literacy and numeracy difficulties make very good progress in their extra lessons for reading, writing, spelling and mathematics. Group work is thoroughly planned and each session is delivered in a highly structured way, which takes full account of the nature of their learning difficulties. Higher ability pupils often do well in tests at both Year 2 and Year 6 and clearly make good progress. The numbers achieving Level 5 in Year 6 tests is higher in mathematics and science than in English and this reflects the many pupils whose language skills are not as well developed as their skills in number.

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

12. The school has maintained the strengths in pupils' good attitudes, behaviour and relationships identified at the time of the last inspection. This has a significant and positive impact on their learning. Almost all the parents who returned the questionnaire agreed that their children enjoy coming to school and that pupils of all ages behave well. This reflects the school's strong ethos of care and concern for one another and the good provision for pupils' moral and social development.
13. Pupils are well motivated and want to learn. In lessons they settle quickly to their work, listen carefully to their teachers and concentrate on their tasks. They get on sensibly with each other when working in pairs or in groups, sharing ideas and co-operating well. Relationships are good between boys and girls and pupils of different ethnic backgrounds. They work and socialise together happily and demonstrate a mature respect for each other's views. Most pupils maintain their concentration well even when not directly supervised and try hard even when tasks are difficult. They are eager to succeed and take pride in their work. In whole-class discussions, girls are often less willing to contribute than boys even though they may have as much to contribute.
14. In the majority of lessons pupils of all ages respond well to the high expectations staff have of their behaviour. Even the youngest children in nursery quickly adapt to school routines and follow these well. Pupils of all ages are polite and courteous, holding open doors for each other and for adults. They file in and out of lessons and assemblies in an orderly manner and show a high degree of thoughtfulness for others. The consistently courteous behaviour between adults and towards pupils develops similar responses between pupils themselves.
15. Around school at playtimes and lunchtimes behaviour is very good. The level of racial harmony has been maintained at a very high level since the last inspection and instances of racist behaviour or comments are rare. Pupils, parents and midday supervisors comment that there are few instances of bullying or inappropriate behaviour and that when they do occur they are dealt with well by staff. Pupils appreciate the need for school and classroom rules and conduct themselves sensibly and responsibly. There have been no exclusions from the school this year.
16. The school has made good improvements in creating opportunities for pupils to take responsibility to which they respond well. Older pupils make written applications for positions of responsibility, such as play leaders or librarians, and take this very seriously, carrying out their tasks diligently. Pupils are active in helping to look after younger children and those with special educational needs. Pupils in Year 6 support younger pupils using computers. Although pupils organise investigations in some lessons, teaching is often closely directed by teachers, which limits pupils' opportunities to develop their initiative. Relationships between pupils and between pupils and staff are very good.

17. Attendance rates at the school have improved greatly since the time of the last inspection and last year were well above those achieved nationally. Unexplained absence is rare and pupils are prompt to school.

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

18. The quality of teaching and learning is good throughout the school. The overall quality of teaching has been maintained since the last inspection when it was rightly identified as a strength of the school. Teachers generally manage their classes very well and develop positive attitudes to learning among their pupils. Teachers keep a very close check on pupils' progress in literacy, numeracy and science and use this information very accurately to plan their learning. The very good quality of marking is consistently applied through the school to encourage and praise pupils and give them clear guidance on how to improve their work.
19. Throughout the school, teachers have consistent expectations of pupils' behaviour and have established class routines that maintain pupils' attention well. Learning objectives are shared with pupils and teachers refer to these during and at the end of lessons to reinforce pupils' understanding. Teachers generally use time well to maintain the pace of learning. In many lessons, teachers indicated how much they wanted pupils to complete and reminded them of the time and objectives as the lesson progressed.
20. Teaching is very good in the nursery and good overall at the Foundation Stage. Children's personal and social development is well promoted by adults, who are very patient and encouraging. They create a warm and inviting atmosphere to which parents and children respond well. They provide good role models for children, treating everyone with courtesy and respect. Staff are actively involved in children's play, which ensures that children learn to work, play and co-operate well with each other. Staff concentrate on promoting speaking and listening skills by good questioning. In the nursery and reception classes instructions are given in English, but bilingual support assistants are very adept at translating key ideas and words. Quite correctly they encourage children to use their growing English vocabulary to respond to the teacher and other children.
21. Teachers' subject knowledge is generally very good, although there are some deficiencies. Teachers demonstrate a very good understanding of the literacy and numeracy strategies and apply them successfully to stimulate pupils' learning. In science, teaching is largely based on pupils' own investigational activities and this is very effective in holding pupils' attention and developing their insight into the subject. Teachers make confident use of information and communication technology in a range of learning activities. Through word processing, sending e-mails to schools abroad and the use of graphs and spreadsheets pupils develop their literacy and numeracy skills well. In teaching music, some teachers lack the confidence to provide the necessary technical instruction. In physical education the limitations of the accommodation also inhibit some teachers from developing pupils' skills to the full.
22. Teachers are good at identifying the vocabulary that they want pupils to learn in their planning. This applies to literacy lessons as well as the technical vocabulary to be used in science and mathematics lessons. However, while teachers ensure that pupils listen to and recognise the words, they do not always insist that pupils repeat them and apply them in discussions. Teachers are good at leading discussions but some do not ensure that all pupils contribute. A few individuals, mainly boys, can dominate sessions with the result that others do not become fully engaged in the activity. Girls, who have very good observations to make on an individual basis, sometimes do not have the chance to enrich the debate with their insights.

23. Teaching for pupils with special educational needs is good. Pupils are fully included in all activities and receive helpful support from teachers and support staff. Where pupils learn in small groups supervised by support staff they make good progress. Teaching assistants give effective help and their roles are clearly set out in planning and fully resourced. Assistants have good relationships with pupils and have a strong impact on the learning of pupils with individual difficulties.
24. Marking is particularly good across all subjects and throughout the school and this is having a very positive impact on raising pupils' attainment. Teachers write full comments for pupils, identifying both strengths and weaknesses. They indicate to the pupils what they need to do to improve. This very good attention to marking provides teachers with a clear insight into pupils' progress, which enables them to plan learning well and accurately. It is linked to the good level of assessment which teachers use in most subjects to ensure that pupils develop their learning well as they advance through the school.
25. The teaching of pupils with English as an additional language is good overall but specialist support for older pupils is not regularly available. In a year 2 class they tackle the book *Handa's Surprise* at a lower level than their peers and receive substantial help from the teacher to understand the text. Questioning brings out their knowledge of the names of fruits and they quickly select the adjectives that best describe each fruit. Reading is well supported by teachers and bilingual assistants, who linked reading to an English lesson on adjectives well by asking the pupil to pick out examples from her book. In a Year 6 English lesson pupils were quickly and enthusiastically involved in a well-prepared activity - matching parts of a sentence. Later they attempted to build an argument for and against the question 'Is homework necessary?' The teacher and bilingual support helped them a great deal to form their ideas verbally and record them. Though they have recently received some training on the teaching of English to pupils, teachers do not always understand the vocabulary and cultural difficulties these pupils face. Whilst a Year 6 teacher fully explained the many meanings of the word 'strength' in a religious education lesson, this type of approach is not common.
26. Teachers use homework effectively to consolidate and extend the work covered in school, particularly in literacy and numeracy. The work that pupils complete at home is highly praised and shared with the classmates. Pupils' reading diaries indicate that the majority of pupils are helped at home, which helps to promote their interest and skills. Parents are pleased with the homework that their children receive on a variety of subjects.

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

27. The school provides a broad and varied range of opportunities for all its pupils, which clearly reflect its agreed aims. The school has maintained good standards since the last inspection. Curricular provision satisfies the requirements of the National Curriculum, the Early Learning Goals for children under five and religious education. The school places a very strong emphasis on the development of all pupils' literacy and numeracy skills. This is reflected well in subjects such as science, geography and particularly in information and communication technology. This has a positive impact on pupils' progress. The provision for pupils' personal, social and health education is good.
28. The school provides a good range of relevant learning experiences for pupils, which stimulate their interest and hold their attention. Years 1 and 2 pupils were captivated by a puppet show retelling a traditional story. These help to create pupils' very good attitudes and their enthusiasm for school. Teaching seeks to develop each pupil's self-esteem and confidence and this harnesses and develops their commitment to learning. For example, teaching gives importance to 'circle time', when pupils sit together to share their personal thoughts and feelings and learn to understand each other better. These sessions offer

pupils an opportunity to voice their own ideas and strongly promote their moral and social development. The school provides an appropriate programme of sex education and drugs awareness. This is set within a context of caring relationships and relates well to the school's values on equal opportunities. French is taught fortnightly to Years 5 and 6 and this provides an added dimension to pupils' personal, social and cultural development.

29. There are helpful policies and nationally approved schemes of work in place for all subjects to support pupils' learning. Teaching takes due account of the ethnic diversity of pupils, although not all policies provide guidelines for teaching pupils learning English as an additional language. Opportunities for all pupils to participate in lessons are generally good. However, when pupils are regularly withdrawn to work in support groups, this denies them their opportunity to fully experience all subjects, such as religious education, physical education, design and technology and geography.
30. The school has adopted the National Literacy and Numeracy Strategies with good effect. Numeracy has been very effectively implemented, with stimulating mental activities in lessons and good use of mathematics in other subjects such as science and design and technology. In literacy, many opportunities are provided for pupils to develop their reading and writing skills, both within English itself and, especially, in history and geography. The effective implementation of these strategies is contributing to the progress that pupils are currently making.
31. Teachers work hard to produce very clear long-term plans, which indicate exactly what is to be taught in each subject. Teachers in the same year groups work together well to translate these into detailed weekly plans that identify very clearly what pupils are expected to learn in each lesson. Planning reflects the needs of pupils with different abilities, which ensures that all have equality of access and opportunity in their learning.
32. Provision for pupils with special educational needs is very good overall because the special educational needs co-ordinator and teachers have a very clear overview of the needs of these pupils. Pupils' individual lesson plans are very well matched to their needs, which helps them to make the progress that they should. Teachers generally make very good use of the skills of support assistants. Lesson objectives are known and discussed and staff know how to link these to the needs of the pupils whom they support. This is an improvement since the previous inspection. The support for children with special educational needs in the Foundation Stage is satisfactory, but the school does not yet identify those with special educational needs at an early stage.
33. Pupils for whom English is an additional language benefit greatly from the support they receive from bilingual assistants. They are well briefed by teachers and work well within classes to support these pupils. All pupils participate fully in the curriculum and join in all school activities. As a result, nearly all pupils make good progress throughout the school.
34. The quality and range of visits and out-of-school activities are good. This is an improvement since the previous inspection. Pupils have a variety of opportunities to be involved in, activities such as keep fit, art and craft, sewing, recorder, choir, and the computer club for Year 2 which is organised by older pupils. Sporting activities, in which both boys and girls take part, include rugby, cricket and a number of competitive events such as football and swimming. Pupils benefit from a range of educational visits, which broaden their knowledge and understanding. They have visited the Harlequin Theatre, the Magna Science Museum, Marsden Canal, Eden Camp and the Bagshaw and Eureka Museums. Year 5 and Year 6 pupils attend a residential visit at Cliffe House, which provides opportunities to combine study with experiences of contrasting places and ways of life. These make a valuable contribution to pupils' personal, social and cultural development. The school has close links with the local grammar school where higher attaining Year 6 pupils take part in after-school activities to extend their learning. The

school has satisfactory links with the community and close links with the local church and mosque. Parents and other adults who work in the school also make a positive contribution to pupils' personal, social, cultural and multi-cultural development.

35. The school makes good efforts to cultivate pupils' spiritual development. Pupils learn about the importance of special places, prayer and celebrations with particular reference to their own and their families' beliefs. This helps them to consider other people's values and well-planned discussions encourage pupils to be aware of each other's feelings. Pupils express concerns about situations that worry them and share ideas for solutions. One pupil suggested a way of helping a bereaved person would be to 'try to think of the good times'. Classes take it in turns to lead school assemblies to which parents can attend and these give pupils a chance to take pride in their presentations. These assemblies bring the school together as a 'family' and are carefully planned to focus on a particular area of personal development. Individual class assemblies, however, are frequently short and do not extend pupils' spiritual awareness. Whereas a brief prayer follows these, there is no feeling of the occasion being 'special' or to allow time for personal reflection.
36. The development of pupils' moral awareness is good and their social development is very good. Classes consider and decide appropriate rules for behaviour and sign their agreement to them. Pupils discuss issues and gain a good understanding of right and wrong, particularly in terms of behaviour towards others. In assemblies, pupils listen to stories with a moral theme that emphasise the need to care for others. Pupils take part in role-play activities in which they act out imaginary disputes and try to come to a joint decision on how to resolve them. Pupils are proud of their particular responsibilities in school and take them seriously. Older pupils are keen to explain how they applied for and were interviewed for roles around the school, such as accompanying a pupil with special educational needs to lunch, break-time play leaders and library assistants. Teachers develop pupils' insight by setting writing activities in which they consider the effort needed to keep friends. In a recipe for a 'friendship cake' pupils include ingredients like 'looking after each other', 'kindness' and 'saying sorry'. Teachers are good at setting pupils to work in pairs and teams in some of their learning activities. For example, in Year 6, each team member has a particularly responsibility in the design of a shelter for a design and technology project. As a result pupils learn to value each other's contributions to a joint effort.
37. Overall provision for pupils' cultural development is good. Pupils develop an awareness of English culture and that of countries like China, Peru and the Caribbean. 'Sparkle Weeks' are organised from time to time in which the whole school focuses on a particular topic or a country's characteristics. The school's concerts and assemblies celebrate major festivals like Christmas and Eid so that pupils have a satisfactory awareness of their own customs. The school arranges a good variety of visits and visitors to broaden pupils' learning. A visiting puppet show was much enjoyed by pupils, particularly those in Year 2 who are currently involved in their own puppet-making project. Musicians from the local authority music service give occasional instrumental recitals, which inspire pupils to extend their learning through extra percussion or guitar tuition. As reported at the previous inspection, however, teachers do not always make maximum use of pupils' own experiences and backgrounds to enrich their understanding.

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

38. As at the time of the last inspection, the school provides good personal care for its pupils. The school creates a secure environment where pupils are valued and racial harmony is effectively promoted. The headteacher has a pivotal role in the personal support of pupils and knows them well. Teachers also have a good knowledge of pupils' personal circumstances and genuinely care about their well-being. Parents of pupils new to the school, including children joining nursery, report that staff are skilful in helping their children to adapt quickly and settle in well. Nursery staff carry out home visits, which are useful in ensuring that children are familiar with teachers and support staff. Older pupils agree that staff are caring, supportive and want them to do well. During the inspection staff were seen to deal sensitively with pupils who were unwell or upset.
39. Policies regarding the health and safety of pupils are now in place and the school is currently working to ensure that recent guidelines on the written risk assessments required for out-of-school visits are updated. Safe practices are promoted in lessons and staff take care to ensure the safety of pupils. Regular checks of the building are carried out. The lack of adequate storage space in school results in the practice of storing physical education equipment and dining tables in the hall. Although care is taken, this is unsatisfactory and is potentially hazardous. Procedures for dealing with accidents are in place and are effective. Supervision at playtimes and at lunchtimes is well organised and of high quality. The school follows local child protection guidelines and staff are fully aware of the designated personnel and procedures.
40. Additional support for pupils whose first language is not English is provided by 'Fast Lane' Literacy Development Workers, who work well with pupils and families to overcome language difficulties and to advise parents on how best to help their children.
41. Measures are in place to effectively encourage, praise and reward good behaviour. Teachers have high expectations of pupils' conduct and any instances of poor behaviour are recorded and extra support given. Pupils are made aware of the consequences of their actions and are encouraged to apologise if they have hurt or upset anyone. Bullying and racial harassment are not tolerated and any rare instances of racist language are recorded. Teachers use 'circle time' well to highlight potential concerns pupils may have and to discuss solutions to any personal and relationships problems.
42. The school has introduced rigorous measures to encourage good attendance and to ensure that any absence is explained. Parents are discouraged from keeping their children away from school for long periods. A multi-lingual member of staff is employed to monitor attendance and to contact parents to ensure that any absence is authorised. This has had a dramatic effect on rates of attendance, which were low at the time of the last inspection and are now higher than those achieved nationally.
43. Procedures for monitoring pupils' academic progress are very good in English, mathematics, science and information and communication technology. Procedures for assessing pupils' progress in other subjects are under development as a necessary aspect for improving teaching and learning. Teachers know their pupils well and identify individual needs, especially where they are making slower than expected progress. Annual test results are analysed in detail by the senior management team, subject co-ordinators and class teachers. A wealth of additional information is gathered from other tests conducted in Years 3 to 6. This will be extended to include Year 1 in the Summer 2003. This is used to produce teacher assessments on a termly basis and to set individual targets for all pupils. Analysis of test results enables teachers to identify particular

questions that are well or poorly answered, which aids the planning process for the following year. It is also used to track pupils according to gender and ethnicity to give a full picture about these groups' progress. Results are also tracked against attendance data.

44. Pupils in Years 3 to 6 have a Record of Achievement file in which they keep what they consider to be their best pieces of work. This is done in consultation with the class teacher. They put in one piece of English and mathematics work each term and a piece of science, ICT, the humanities and the arts each year. A record of the pupils' targets and whether or not they have been met is also included. A similar file is kept in the nursery. There are good assessment procedures in place for pupils arriving at school with little or no English. Their needs are generally identified well and pupils are grouped appropriately. The school monitors their progress through the age groups and their achievement in the national tests. Recent analysis has indicated that boys with English as an additional language are making insufficient progress and the school has taken steps to improve the amount of support offered to them by bilingual staff and extending the range of books available for them

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

45. Overall, the school works well to maintain the support of parents and makes good efforts to involve them in the education of their children. As at the last inspection, parents are supportive of the school and their views are positive. Parents are particularly pleased with the teaching in school and the progress their children make. They feel that the school has high expectations of pupils, who behave well and become mature and responsible. They are happy with the management of the school and feel that staff are approachable. Most consider homework to be adequate. A few parents would like more information about children's progress and some question or are unaware of the number of extra-curricular activities.
46. Good links between home and school are established early in children's school life. Nursery staff carry out home visits to help parents and children become familiar with the school. This makes entry to the nursery less stressful for these children and this is evident in their classroom where children are settled and happy. The school continues to work hard to foster good relationships with parents as pupils move through the school. Parents of pupils who have English as a second language are made very welcome. The headteacher and class teachers make themselves available to speak to parents informally and they are well supported by bilingual staff. The school provides a designated telephone number for Punjabi-speaking parents to ensure that they feel comfortable when contacting staff. Signs are in two languages and there are bilingual books for parents to share with their children. Termly consultation evenings provide good opportunities to discuss progress and share targets. These are well attended by parents. Communication between home and school is encouraged in pupils' reading records, although the use of these by parents is variable. A number of parents do not have the confidence or language skills to help their children with their work, but they make a good contribution by instilling in their children a value for learning and a respect for adults.
47. Information provided about the school is good and has improved since the last inspection. The governors' annual report to parents now fully meets requirements. Newsletters are informative and frequent and annual written reports are satisfactory. Information is not translated for parents who have English as an additional language, although bilingual staff are on hand to ensure that important messages are understood by parents and that teachers are aware of any concerns parents may have. The school distributes leaflets about education and attendance in parents' first language, but does not regularly provide non-English speakers with translations of its publications. The school provides accommodation for English classes for local residents, mainly mothers of pupils in school. These are organised by a local college and provide a valuable service for members of the

community. The Friends Association raises considerable funds, which provide additional resources for the school.

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

48. The headteacher provides the school with clear and purposeful leadership. His sensitivity and commitment are highly respected by staff, parents and pupils. Under his leadership the school has made good progress since the last inspection. Pupils' attainment and attendance have improved and the strengths of teaching and pupils' enthusiasm for learning have been maintained. He is very ably supported by the assistant headteacher, who has had a strong impact on raising standards in her role as literacy co-ordinator and in guiding colleagues in Years 3 to 6. The senior management team is well organised to provide support and maintain good communications through the school. The headteacher maintains a heavy load of responsibilities on his own shoulders and is aware of the need to develop management roles in order to make the best use of the skills and talents of all staff
49. The management of the curriculum is very good for the core subjects and is being well developed throughout all foundation subjects. The improvements in pupils' attainment in literacy and numeracy reflect the very active and effective management given to these subjects. Pupils' attainment in information and communication technology has been significantly improved by the headteacher's influence as subject co-ordinator. Science has been strong in the school and is not currently a priority for development but the co-ordinator maintains an active monitoring role.
50. Support for pupils learning English as an additional language is managed soundly by the headteacher as co-ordinator, but the school has limited specialist advice. The school makes good use of its steadily declining grant and provides effective support through bilingual staff and helpers from local colleges and institutes who train in the school. The school now has a member of the bilingual support staff in nearly every class. This has helped to promote pupils' learning and to establish positive links with parents and the community. Resources are plentiful and used well to enhance learning. Teachers have been on recent training and some have the opportunity to work with groups of higher attaining pupils in literacy and numeracy. However, not enough has been done to move forward since the last inspection. There is neither a separate policy for English as an additional language nor guidance on how to meet the needs of these pupils in some subject policies. Some pupils learning English as an additional language are still being taught in the same group as pupils with special educational needs, which does not address their needs effectively. The school monitors the work of the specialist teachers and considers it makes the most effective use of their time, but needs to maintain this under constant review.
51. Support for pupils with special educational needs is well organised and has been significantly improved since the last inspection. The co-ordinator has implemented the Revised Code of Practice well. The school recognises that more needs to be done to ensure that all such pupils are identified as early in their school career as possible. Classroom assistants work very effectively with teachers to ensure all pupils with special educational needs are fully included in lesson activities. This strong teamwork ensures that these pupils have equal access to learning and make equally good progress as other pupils.
52. The school development plan is a comprehensive document, which sets clear targets for improvements, timings and costings. It is a valuable document for informing governors and staff, as well as reviewing the school's progress towards its declared aims. Priority areas are clearly identified and action plans in all the subjects are normally included. The only area omitted is the use of the ethnic minority grant and the areas for development

under that heading. All staff are involved in preparing and reviewing the success of the development plan.

53. Governors take a close interest in the school's affairs and fulfil their responsibilities. They meet regularly and have a well-organised committee structure, which is effective in monitoring the school's finances, premises and special educational needs. While the chairman of governors is a regular visitor to the school, there are not many governors who manage to provide the school with much time beyond that allocated to meetings. The burden of responsibilities is, therefore, spread thinly on the active members of the governing body.
54. Financial planning and administration are very good. Budgets take full account of the cost of implementing school developments. Regular financial reports are provided to the headteacher and governing body. The school makes very good use of new technology for financial planning and administration and to support teaching and learning. The day-to-day organisation of the school is efficient and the administrative team provides very good support to the headteacher, staff, pupils and parents. The school maintains an appropriate contingency reserve, some of which is allocated to meet the costs of completing and equipping the planned new building. The school is effective in applying the principles of best value in its spending.
55. There is an adequate number of suitably qualified teachers and support staff, who work well together to help pupils to progress regardless of their command of English or their educational needs. Systems for performance management are well established and effectively used. At the time of the last inspection the school lacked qualified leaders for English and for special educational needs. This has been addressed and the school now has trained leaders in all subjects. Teachers and support staff use their expertise well and additional assistance is provided by the large number of bilingual support staff, including students. Teaching staff are mostly suitably deployed, but teachers funded from the Ethnic Minority Attainment Grant are also being used to support pupils with special educational needs, which reduces their ability to support those learning English as an additional language. The school makes good provision for the induction of staff new to the school. Arrangements to support newly qualified teachers are fully in place.
56. The school makes good use of the accommodation available and staff work hard to maintain an environment conducive to learning. The school is clean and well cared for with attractive displays in classrooms and around school. The creation of a computer suite since the last inspection has been instrumental in raising pupils' attainment in information and communication technology. However, there are no areas suitable for teaching groups and individuals withdrawn from classes. Currently, pupils are taught in the library, staff room or in shared areas where teaching is difficult and resources are not always accessible. Throughout the school, storage facilities are severely limited. Physical education and other equipment is stored in the hall and although staff take great care, this is potentially hazardous. Facilities for physical education are unsatisfactory and contribute to the lower than expected levels of pupils' attainment observed during the inspection. Outdoor space is limited and the multi-purpose hall is the only route by which pupils access seven classrooms with the result that lessons are interrupted by the necessary movements of pupils. The building of three new classrooms is scheduled for the near future and will help to alleviate some of the school's problems. However, as currently planned, this will not address the problems of storage nor provide space for teaching withdrawal groups.
57. The school has adequate learning resources to support the teaching of all subjects, except physical education where indoor equipment is unsatisfactory. In the Foundation Stage, resources are very good and easily accessible. In Years 1 to 6, resources are good in English and science. In the teaching of information and communication technology, the

school is well resourced, ensuring that pupils have full access to the curriculum in this area.

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

58. In order for the school to improve the standards of education and attainment of pupils the headteacher, staff and governors should:

- raise pupils' attainment in spoken English by:
  - planning more structured opportunities for pupils to develop their speaking skills in class discussions and presentations;
  - encouraging pupils to repeat and use new vocabulary when it is presented to them in order to develop their familiarity and confidence;
  - ensuring that all pupils are given opportunities to reply to questions and participate in class discussions;

*(Paragraphs 5, 22, 72, 90)*

- provide more support for older pupils who join the school with little or no knowledge of English by:
  - providing specialist language instruction for them;
  - increasing the guidance given to all staff in meeting the needs of these pupils;

*(Paragraphs 10, 25, 55)*

- address the problems of accommodation in order to:
  - improve storage;
  - provide better facilities for physical education;
  - create better areas for the teaching of groups and individuals withdrawn from classes.

*(Paragraphs 9, 56, 57)*

59. In addition, the school should monitor how pupils are withdrawn from lessons for group work to ensure that their access to subjects is not impaired.

*(Paragraphs 29, 104, 127)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	91
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	4	13	41	32	1	0	0
Percentage	4	14	45	35	1	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)	26	358
Number of full-time pupils known to be eligible for free school meals	N/A	68

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	0	79

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	197

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
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
	2002	33	28	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	22	26	27
	Girls	25	25	24
	Total	47	51	51
Percentage of pupils at NC Level 2 or above	School	77 (84)	84 (81)	84 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	27	28	30
	Girls	25	28	27
	Total	52	56	57
Percentage of pupils at NC Level 2 or above	School	85 (81)	92 (89)	93 (84)
	National	85 (85)	89 (89)	89 (89)

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
	2002	27	29	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	23	20
	Girls	19	22	22
	Total	35	45	42
Percentage of pupils at NC Level 4 or above	School	63 (80)	80 (60)	75 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	19	22	22
	Girls	22	21	22
	Total	41	43	44
Percentage of pupils at NC Level 4 or above	School	73 (72)	77 (66)	79 (90)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	136	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	188	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	4	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	21
Average class size	29

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

Total number of education support staff	11
Total aggregate hours worked per week	227

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	54
Number of pupils per FTE adult	9

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
	£
Total income	963,851
Total expenditure	953,639
Expenditure per pupil	2,300
Balance brought forward from previous year	30,279
Balance carried forward to next year	40,491

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

**Questionnaire return rate: 36%**

Number of questionnaires sent out	368
Number of questionnaires returned	135

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	0	1
My child is making good progress in school.	49	41	4	1	5
Behaviour in the school is good.	53	38	7	1	1
My child gets the right amount of work to do at home.	45	42	7	1	5
The teaching is good.	70	22	2	1	5
I am kept well informed about how my child is getting on.	54	33	11	1	1
I would feel comfortable about approaching the school with questions or a problem.	70	23	4	1	2
The school expects my child to work hard and achieve his or her best.	70	23	2	0	5
The school works closely with parents.	58	34	7	0	1
The school is well led and managed.	69	24	1	1	5
The school is helping my child become mature and responsible.	62	33	1	0	4
The school provides an interesting range of activities outside lessons.	43	24	12	1	20

## **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**

60. Children make good progress in the Foundation Stage, although most attain standards below the expected levels for their age by the time they begin Year 1. Attainment on entry to the nursery is well below average in each of the six areas of learning, particularly in communication, language and literacy. Around three-quarters of the class learn English as an additional language and many of these have a very limited knowledge of English before they start school. Most children attend part-time in the nursery for three terms prior to starting full-time education in the reception class. Children who speak English as a first language make good progress as a result of good teaching and the well-organised range of learning activities available to them. Pupils learning English as an additional language also progress well. In both nursery and reception classes children are well supported by bilingual support assistants who encourage pupils to extend their use of English. They are encouraging and welcoming and know when to intervene and translate into Punjabi or Urdu to help children's understanding.
61. Teaching is good overall and very good in the nursery. Activities are very well planned to develop pupils' interests and language. The learning environment is very well arranged in the nursery so that children can make choices and use a wide range of resources. Routines are well established and children know what to do and what is expected of them. They become confident in school and participate easily in all the learning activities, benefiting from the positive encouragement that adults provide. The nursery staff make home visits to parents before children start in school and this is highly effective in building good relationships and helping children make a smooth start to their schooling.

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

62. Most children achieve the standards expected for their age by the end of reception. They make very good progress in this area of learning because teaching is good, especially in the nursery. Children are happy and settle into school quickly. On arrival in the morning, children in the nursery and reception are confident about leaving their parents and carers. They co-operate well, share and take turns. The team of adults works very effectively together to supervise children's activities, encouraging them to observe and comment on what they are doing. With great patience a teacher helped a child with very limited language skills to understand how he could join items together using either glue or sticky tape. In making and cooking biscuits, children worked together well and helped one another. A classroom support assistant developed their vocabulary as they worked, asking English-speaking children to explain what they were using and repeating the words so that all could hear and learn. Children have good relationships with each other and with adults. A boy in the nursery took a member of staff a glass of water without being asked because he thought she would like one. The nursery class has a very good range of role-play areas, which give children good opportunities to work as members of a group or independently. In reception classes, space is not so generous but areas for role-play and independent activities are well prepared and resourced. In both the nursery and reception, adults act as very good role models for the children and provide clear guidance for them on how to behave well.

## **Communication, language and literacy**

63. Children's language skills are mostly very poor when they start school. By the end of reception attainment is below the levels expected but children make good progress. Adults in the nursery use good questioning and careful repetition to develop the understanding of children learning English as an additional language. In both nursery and reception there is very good support from the bilingual support assistants. Higher attaining children answer in full sentences, whilst the average use shorter phrases. Some can only manage a few words in English, although most of these children speak more fluently in their mother tongue. When children are engaged in activities, adults skilfully maintain conversations with children to develop their language and ideas. However, in reception classes the vocabulary and language structures to be taught are not planned in sufficient detail, especially when children are engaged in learning through play activities.
64. Children enjoy listening to stories and most want to participate in re-telling them. In the nursery, children take great pride in the books they have made following a visit from the Fire Brigade. Most children recognise their own name and write it with increasing accuracy. They have to find their own name to register at the beginning of each session and to identify their own bottle of milk. Children include writing in their play such as when the 'waiter' was encouraged to use the notepad to record people's orders in a reception class café. A few children are able to write independently. By the time they enter Year 1, most children are able to form at least some letters correctly and some make them a consistent size. The children in the reception classes have extended sessions of literacy work. Parts of these lessons do not challenge or engage all children sufficiently and thus teaching is not always effective.

## **Mathematical development**

65. Most children attain standards below those expected by the end of the Foundation Stage but progress is sound. Children have considerable difficulties using mathematical language, such as 'more than' and 'smaller', and in naming shapes, such as a triangle. In the nursery there are many good opportunities for children to develop their practical knowledge of measuring, shape and size through cooking and planned sessions exploring number. Children count in a variety of ways, sort and use mathematical language in measuring quantities. Children recognise and use numbers to 20 and beyond in their play and most children can add two numbers to make totals of up to 9. Higher attaining children can go further. Teaching is satisfactory in reception classes and very good in the nursery. A reception teacher effectively introduced the idea of taking away through singing a version of '5 currant buns' altered to suit the Gingerbread Man theme they were following. This captured the interest of the children well. However, when adults work with groups of children in reception classes they often use worksheets, which have only limited mathematical content. As a result, they do not sufficiently challenge the children nor help them to make further progress.

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

66. Most children have very limited general knowledge about their own environment when they enter the nursery. This is developed by some very well organised experiences in both nursery and reception. Children make structures out of construction kits. They work with water and explore what objects will sink and float in it, and how to make bubbles. Many of the children develop good computer skills for their age. They control the mouse accurately and use it to point and move items on the screen. Adults give good advice and support in some activities, such as how to use tools when cooking or making playdough. Children use the outdoor areas and learn about the effects of the sun, rain and wind. The teaching of this aspect is good and children are highly involved in mixing ingredients for cooking, taking their turns in the café and a variety of well resourced role-play activities.

## Physical development

67. Teaching of this area of learning is very good in the nursery and good in reception. Most children are confident in their use of equipment, both large and small. Children in reception classes have opportunities to explore the hall and a range of equipment, and they do this with increasing control. However, in reception there is insufficient challenge planned in some activities. Outdoors, children have the opportunity to use bikes, but also have building blocks, where they created the three bears' house. Children successfully use scissors to cut paper and, in the reception classes, they demonstrate increasing accuracy. They are confident in joining with tape or glue, as when they made models of a boat for the Gingerbread Man. Nursery children spread margarine and jam on their toast competently. Children use brushes correctly when painting. They develop their co-ordination, although they are still below expectations for their age when they leave the reception classes.

## Creative development

68. Teaching is satisfactory in the reception classes and very good in the nursery. Children in the reception classes produced drawings of people with many recognisable features. In the nursery, children made face masks and were given opportunities to choose what to put on them. They are given some good activities to explore and use different colours to produce patterns. Children have opportunities to use malleable materials such as playdough to produce models. They are pleased with what they achieve. Children sing enthusiastically and some enjoy exploring sounds. Children in the nursery were delighted when they heard a tape of themselves singing 'Baa, baa, black sheep'. They explore the sounds that different percussion instruments make and some know the names of instruments. In reception classes the singing is increasingly tuneful and clear.

## ENGLISH

69. Pupils' results in Year 6 tests were well below the national average in 2002 and below the levels achieved in similar schools. Nonetheless, pupils' progress was sound given their low attainment on entry. Current Year 6 pupils are attaining levels that are broadly in line with those expected nationally and are making good progress. Very good teaching in Year 6 stimulates pupils' attainment and gives them very clear guidance on how to improve their work. At the last inspection, standards in speaking, reading and writing were low and were highlighted as a cause for concern. Due to the improvements introduced in assessment, marking and teaching, overall standards have steadily improved.
70. The results of Year 2 tests in 2002 were below the national average in reading and average in writing. When compared with similar schools, standards in writing were above average and standards in reading were average. Writing standards have been in line with national expectations in three years out of the last four. Current pupils are attaining standards similar to those expected nationally in both reading and writing. Many pupils start school at the very early stages of learning English and, for other pupils, language skills are often below average. Good teaching has maintained pupils' strong progress in writing and improved their progress in reading. Teachers have placed a greater focus on developing pupils' skills and increased the opportunities for them to read in class, particularly in Year 2. Numbers reaching the higher level in reading, however, are still below average.
71. Pupils learning English as an additional language achieve less well than those whose first language is English, particularly with boys. However, all groups of pupils progress well and there is no significant difference in the overall attainment of boys and girls in tests at Years 2 and 6. Pupils with special educational needs progress well and many

achieve levels in line with those expected nationally by Year 6, achieving the targets set for them in their individual education plans. The school closely monitors the achievement of different groups of pupils and their performance in tests.

72. By Years 2 and 6, pupils' speaking skills are below the levels expected, although they make good progress. Pupils who have little knowledge of English when they start school make particularly good progress by Year 2. In a Year 2 literacy lesson, half the class responded to the teacher's questions about the story they were reading together. They understood the story well from listening and looking at the pictures. When translated, a few more pupils responded in Punjabi, which showed they understood but a minority of pupils cannot contribute except in a small group. Teachers make good use of tape recorders to emphasise the importance of speaking and listening and pupils concentrate hard as a result. Pupils' listening skills are in line with those expected. The input of bilingual support assistants is highly effective in promoting pupils' understanding.
73. In Years 3 to 6, pupils continue to progress well, but opportunities for active speaking are not always well planned. In a Year 4 history lesson, pupils prepared questions and asked their 'Tudor visitor' about her life and times. Pupils listened keenly and prompted by the visitor's answers they asked many additional questions. In a religious education lesson in Year 6, pupils discussed the characteristics needed from a leader, such as 'persuasive', 'trustworthy' and 'honourable'. Encouraged by the teachers they defined what these terms mean. Although many participated well, a minority of pupils remained quiet, particularly some of those who have English as an additional language. In other discussion sessions, teachers do not make a point of drawing out responses from girls, especially where boys tend to dominate. There has been a recent focus on developing pupils' understanding of technical terms in science. These words are included in planning, shared and displayed for pupils. However, there is not enough emphasis on the pupils themselves using the technical terms and ensuring they really understand and have the confidence to apply them.
74. By Year 2, pupils' knowledge of sounds, letters and simple word building develops well. Many pupils attempt to read unfamiliar words with success, although less able readers identify the first letter then guess the word without reference to the meaning. Pupils visit the school library weekly and know that non-fiction books are in alphabetical order. By Year 6, pupils read with fluency and expression. They work out most unfamiliar words, but do not always understand what they mean. They know which books are non-fiction and how to locate the information they need. They use the school library and library service to find information on a variety of subjects.
75. Standards in writing are broadly at the expected level throughout the school. Pupils progress well and those with English as an additional language make very good progress. A confident Year 1 pupil explained to the class that you need a full stop to end a sentence, 'Otherwise you don't know you need a breather!' Most pupils know their letter sounds and select the appropriate vowel to make words such as 'black' or 'block'. In Year 2, more able writers use structures and language to build up excitement, '*Just then she saw a shadow of a castle in front of her so she ran across*'. They know the structure of traditional stories when they write their own conclusion, '*and so they lived sadly ever after*'. Most use full stops and capital letters and spellings are correct or recognisable. Handwriting is tidy with letters of consistent size and some pupils are starting to join their writing.
76. Year 6 pupils have many opportunities to write in different styles and for different purposes. Pupils retell a story building up tension and holding the reader's interest. Pupils understand how to write in paragraphs and use a wide range of connectives and vocabulary. Punctuation and spelling are well understood and applied. With support,

lower attaining pupils write appropriately for different purposes such as creating a balanced argument, which is accurate though rather brief. All pupils have additional time to plan and draft a piece of writing, which is particularly effective in Year 6. Pupils were preparing to defend one side of an argument and the teacher and classroom assistant employed good questioning techniques to help them develop their ideas.

77. The quality of teaching is good overall and is having an evident impact on raising standards. Teachers are knowledgeable and their detailed planning shows they have a good understanding of teaching methods. At the beginning of the lesson, they explain to pupils what they will be learning, and check and reinforce their understanding at the end. This procedure is particularly important given that at least half of the pupils in each class do not have English as their mother tongue. The marking of pupils' work is consistently very good and thorough, with encouragement and guidance for improvements. Pupils work hard and respond well to this, which is reflected in the good progress that they make in their writing. Through regular assessments of pupils' work, teachers plan activities which are closely matched to pupils' needs and they learn well as a result. Most teachers employ a lively style, brisk pace and set challenging activities that keep pupils interested and keen to learn. However, pupils do not achieve as well as they might in the lessons where teachers talk for too long and do not give pupils a chance to talk about their work. In these situations, quieter, less confident pupils do not contribute and some lose interest and learn less as a result. In class discussions boys are often more prominent than girls and teachers do not ensure that all pupils participate as they ought.
78. The subject is very well led and managed by the deputy headteacher. Under her guidance, teachers have adopted consistent systems of marking, assess pupils' progress accurately and set clear targets for improvement, which are shared with parents. Teachers receive regular training from the local authority, which improves their expertise. Recent sessions on guided reading and writing and the role of the support assistant have clearly improved expertise. Pupils who under-perform in tests are closely monitored and offered additional literacy support and booster classes, which are effective in raising standards. Resources for the subject are good and plentiful. Pupils also develop their literacy skills through events such as Book Week, working with a puppet theatre, school drama productions and through entering competitions. Pupils make good use of information and communication technology in producing their work, which provides them with a high level of satisfaction.

## **MATHEMATICS**

79. In Year 6, pupils' attainment matches the level expected for their age and a significant number of pupils attain above that. This is an improvement since the previous inspection when standards were below average. In the national tests in 2002, pupils' attainment matched the national expectations and was above that achieved in similar schools. There is a marked trend of improvement throughout the school because the quality of teaching is good overall with very good and excellent teaching in the Year 6 classes. By the end of Year 2, pupils' attainment is below the level expected for their age. In the national tests and assessments in 2002, pupils' attainment was below the national average but above that of similar schools. This mirrors the judgement of the previous inspection. Pupils' progress throughout the school is good.
80. The school is very successful in implementing the National Numeracy Strategy. All teachers provide their pupils with regular opportunities to develop their mental calculation skills at the beginning of lessons in order to improve their speed and accuracy. Teaching raises standards further through investigative work and booster classes. The school provides very good additional support to pupils with special educational needs and those for whom English is an additional language. As a result, these pupils make good progress.

81. Year 1 pupils participate readily in a range of interesting activities. They learn to add and subtract numbers up to 9 and most count up to 20. For example, in one very good lesson, pupils were observed recognising different coins up to £2 and confidently illustrated their understanding of the value of one and two pence coins as they purchased various toys. A higher attaining pupil knew that two 50 pence coins were the same value as one pound. Year 2 pupils work with larger numbers, count backwards and forwards to 20, recognise odd and even numbers and make totals of three numbers. They know the names of two-dimensional shapes and can arrange facts that they collect as charts or tables. They measure with metre sticks and learn to estimate in centimetres. Most pupils make good progress in Years 1 and 2 because the quality of teachers' planning is good. Teachers have good questioning skills, which encourage pupils to think carefully and stimulate learning. For example, one pupil remembered from a previous lesson that the line down the middle of a rectangle was, 'a line of symmetry'. However, teachers' plans for higher attaining pupils do not always provide sufficient challenge for such pupils to ensure they make the progress that they should.
82. Pupils in Years 3 and 4 build on this progress. Year 3 pupils count in multiples of 2 and 10. They accurately order numbers to at least 99 and give change from £1. They recognise simple fractions and most multiply by 2, 5 and 10. Higher attaining pupils produce similar work but in greater amounts and more accurately. Pupils recognise analogue and digital time and understand the properties of two- and three-dimensional shapes. They produce frequency graphs to illustrate their favourite holiday places. Pupils with special educational needs and those for whom English is an additional language make good progress because special educational needs and bilingual assistants provide very good support. From Year 4, pupils benefit from being taught in sets according to their prior ability. In the lower ability set, pupils revisited the vocabulary associated with time, for example, the number of months in a year and minutes in one hour. They learned to read scales and record their finding accurately. Higher attaining pupils recorded estimations and took readings from scales, using kilograms and grams. Year 5 pupils have a sound understanding of the four rules of number. They confidently convert fractions into decimals and are beginning to use terms such as 'numerator' and 'denominator'. Bilingual pupils in the higher attaining group are very competent and have a good understanding of the process. Pupils calculate the perimeter and area of a regular shape and understand the laws of probability.
83. By Year 6, most pupils, including those for whom English is an additional language, use the number facts that they have learned quickly, efficiently and accurately. They have a sound understanding of concepts and ideas. They develop their investigative skills well because teachers have good subject knowledge, provide challenging tasks and encourage pupils to explain their methods. All use written methods of addition, subtraction, multiplication and division with confidence. Higher attaining pupils work conscientiously and determinedly. In an excellent lesson, they explored the position of a range of shapes on a four-quadrant grid when these were rotated through an angle of 90 degrees. These pupils are skilful in mentally converting measures between metres, kilometres, centimetres and millimetres. They understand how to calculate the mean, mode and median of a set of numbers.
84. Lower ability pupils and those with special educational needs receive very good support from class assistants and work well within the targets set for them. For example, they recognise the difference between acute and obtuse angles. Bilingual pupils work well with very good support from class assistants and so make good progress. Teachers provide all pupils with opportunities to work independently. They confidently share their knowledge and understanding with each other at the end of each lesson and all teachers praise them for their efforts. This has a positive effect on their learning because it boosts their confidence so that they all enjoy mathematics.

85. The quality of teaching is good with some very good and excellent lessons in Years 5 and 6. Teachers have high expectations and good subject knowledge, which they share well with their pupils. They mark pupils' work very well giving clear explanations of what they have achieved, praise for their efforts and indicating concisely what they need to do to improve. Teaching and learning is greatly enhanced by good use of information and communication technology. Teachers and pupils very confidently used interactive whiteboards to demonstrate their understanding of how to recognise, measure and draw acute and obtuse angles accurately. Pupils enjoyed the lesson because they had opportunities to work in pairs and check each other's results. This had a positive impact on their social and personal development. Teachers value pupils' contributions, whatever their ability, and this develops pupils' positive attitudes to learning. Pupils are very well behaved, take pride in their work and present it neatly and carefully.
86. The co-ordinator has a very clear understanding of pupils' attainment and progress. She has monitored the quality of teaching and learning in classes and the best practice is shared through careful planning and discussion to raise pupils' attainment further. There is a wide variety of assessment procedures, which the school uses very well to track pupils' progress. For example, the co-ordinator has carefully analysed pupils' results in tests and made very good use of these results to adapt teachers' medium term plans. These accurately match the needs of individual pupils in order to raise standards further. There is no variation in the attainment of boys and girls. There are good links with other subjects such as science, information and communication technology and geography. These experiences provide pupils with valuable opportunities to broaden their knowledge and understanding of the subject.

## SCIENCE

87. By the end of Year 6, pupils' test results are in line with those achieved nationally. Attainment is above the levels achieved in similar schools. Current pupils are achieving levels that indicate that they make good progress as they advance through the school. By the end of Year 2, pupils' attainment is below that expected nationally but in line with the levels achieved in similar schools. Inspection evidence confirms these levels and indicates that pupils' attainment has improved since the last inspection at both Years 2 and 6.
88. In Year 1, pupils know the names of parts of the body and understand the stages of human development from babies into adulthood. They know that animals and plants need food and pupils extend this knowledge in Year 2 in their study of healthy eating. Year 1 pupils know that materials can be sorted in a variety of ways, such as bendable, hard or waterproof. In Year 2, pupils identify those materials that are natural and those that are man-made. Pupils have a sound understanding of the principles being taught, but their language skills are often limited. As a result, pupils make good progress in their knowledge and understanding of the subject, but are restricted in their ability to express these in written work. Pupils learning English as an additional language are much assisted by the regular repetition of vocabulary.
89. By Year 6, pupils have a good understanding of micro-organisms and the way these can cause food to decay. Pupils have a clear understanding of what constitutes a fair test and work well with each other in discussing ways of setting up an experiment. Teaching is good at involving pupils in the discussion process, but does not always give pupils enough time to explain their ideas and to use appropriate technical vocabulary.
90. The quality of teaching is good and throughout the school pupils learn from practical activities. There is a strong emphasis on investigational work, which helps pupils to understand the concepts, even when their command of English is limited. In many

classes, teachers identify vocabulary in their planning and present it to pupils in the form of lists and displays. This good practice, however, does not always extend to teachers insisting that pupils use the new vocabulary in their spoken answers. Pupils in Year 3 construct tests to measure the absorbency of different kinds of paper. In Year 4, pupils learn to observe and record how well a block of wood slides across different surfaces. Good use is made of their mathematical skills to measure time and distances. In Year 5, pupils examine how sound is transmitted and have made very good use of sensors to test and record different materials. The successful emphasis on practical experience has raised the levels of pupils' interest and ensured their enthusiastic participation in the work set for them.

91. Pupils who are learning English as an additional language make the same good progress as those for whom English is a first language. Bilingual support assistants are effective in all classes and participate actively in ensuring that pupils understand and contribute in class. They translate where necessary to ensure pupils understand and intervene well to ask questions of pupils and to ensure they know, understand and begin to use English phrases and technical terms. Pupils with special educational needs are well supported in classes and make good progress at their own levels of understanding.
92. Assessment in the subject is well managed and used most effectively to ensure that the pace of work and tasks are appropriate to pupils' abilities. The co-ordinator maintains a very effective monitoring role, looking at pupils' work and teachers' planning, to ensure that progress is appropriate throughout the school. In Year 2, expectations are not as demanding as in other years of the school. The co-ordinator has analysed the test results in Years 2 to 6 and has shared these with teachers, to ensure that weak areas are a focus in current planning. The emphasis on vocabulary has already had an important impact on improving standards and pupils' abilities to express themselves. Resources are good and very good use is made of information and communication technology, both in the presentation of work and in carrying out experiments with the sensors and data logger.

## **ART AND DESIGN**

93. Pupils' attainment is in line with the standards expected in both Years 2 and Year 6. Standards have been maintained since the previous inspection. Two lessons were observed in Years 3 to 6 and none in Years 1 and 2. However, discussion with pupils and examination of their work show that pupils make satisfactory progress throughout the school. Whole-school projects such as 'Sparkle Week', an Easter egg competition and topics in other subjects help to focus attention on pupils' skills. For example, a World Cup event in Peru led pupils to examine the art of the Inca civilisation. They used some of these colours and patterns in their own work. A weekly art and craft club is offered for enthusiastic pupils to extend their experience. Pupils use an increasing variety of tools and materials to create patterns and pictures, although they are not always provided with the necessary paintbrushes to express fine detail. Year 2 pupils' paintings of Barnaby Bear show confident and bold use of paint. Pupils blend a colourful mixture of red, yellow and orange to create vivid effects of the Fire of London, offset by their carefully cut black silhouettes of buildings. In Year 3 pupils extend their skills in practising stencil and stippling techniques, which they work into colourful patterns. From time to time, topics such as textile investigation for design and technology lessons allow pupils to experience three-dimensional work. A visiting ceramics artist provided a week of interesting activities for pupils to design and model their own tiles from clay. Work seen, however, was mainly two-dimensional and representational, with fewer opportunities for pupils to express their imagination.
94. The quality of teaching and learning is satisfactory. Teachers' clear explanations and well-prepared materials help pupils to understand their tasks. Extra support for pupils with individual learning or language needs allows all groups to progress well in their learning.

Pupils extend their experience of materials and processes and adapt their techniques with increasing confidence to achieve the results they want. Year 4 pupils began an activity by taking digital photographs of different materials. They responded with enthusiasm to the teacher's praise and this encouragement prompted their highly interested approach to drawing a small section of the image, using a viewfinder. Both the teacher and the learning assistant joined in with the activity. This helped to emphasise its value and led to pupils' sustained concentration. As they advance through the school, pupils' work shows a growing command of how to represent line and tone using a good range of pencils. By Year 6 pupils draw patterns related to what they see in the work of famous artists. The teacher's competent use of computer technology to enlarge different parts of a painting helped pupils to improve their observational skills. They compared parts of a painting by the Spanish artist, Miro, as looking 'like rain' or 'like the work of a very young child'. Pupils' efforts to create the shapes required, though, were weakened by a lack of interesting images or materials to inspire them.

95. The subject is satisfactorily led by the co-ordinator, who uses her knowledge and interest to help teachers. Recent training has improved the way in which teachers use sketchbooks for pupils to try out their ideas. This year's focus on improving the art curriculum includes establishing principles for assessing pupils' progress and skills, which is a necessary area for development. The planned summer exhibition of pupils' work will not only celebrate pupils' achievements but also help staff to share their standards of assessment. Prints of artists' work are available for staff to use in their teaching, but are not helpfully categorised or easily accessible.

## **DESIGN AND TECHNOLOGY**

96. Pupils attain standards that are in line with national expectations by the end of Years 2 and 6. Standards have been maintained at the same level since the previous inspection. Finished products show that pupils' achievement is good in relation to their levels of skill at the beginning of Year 1. This is because pupils are taught a balance of design and making skills with a variety of materials and tools. Teachers ensure that pupils of all abilities receive help according to their particular need. This helps them to make good progress as they move through the school. Bilingual support staff are well organised and are good at helping pupils understand instructions in their home language where necessary.
97. For each project pupils follow a design and make process at the appropriate level. Careful recording of ideas at each stage gives pupils good opportunities to improve their writing and increase their vocabulary. Year 2 pupils' designs for moving vehicles are labelled with relevant terms such as 'chassis' and 'axle', with lists of materials needed to make the models. Each pupil uses the computer to create a recognisable coloured image of the design. Higher attaining pupils accompany this with typed sentences, such as 'lucy's car is green. it is going to cawley lane school'. Solidly constructed, brightly painted models show that pupils put in good effort to cut, join and cover differently shaped boxes. Their vehicles move successfully on wheels through which pupils have carefully inserted wooden axles.
98. Descriptions of designs by pupils from Years 3 to 6 show greater detail and more complex construction methods. Interesting displays show competently made hats, packaging and shelters. Each design shows how pupils experiment with materials and methods to make products that are fit for their purpose. They carefully record the measurement and discover what happens when they are not accurate. Pupils neatly record their design criteria for fairground rides as 'attractive', 'strong' and 'fun'. Designs now display wider technical vocabulary, for example 'cam', 'gear' and 'pulley'. A successful hat project led to a fashion display for parents, modelled and compered by pupils. This provided a useful occasion for pupils to gain confidence by presenting their work to a different audience.

99. Teaching and learning is satisfactory overall. Good lessons are characterised by detailed planning, which promotes pupils' good achievement and positive attitudes. In a lesson on creating moving parts in a pop-up book, the teacher's clear explanations ensured that all pupils understood the objectives and applied themselves well. Teachers are good at using the last part of a lesson for pupils to explain their work. This allows pupils to share their successes and learn from each other's problems. Pupils with special educational needs are generally well supported, but when designated extra help is not available the teacher is not able to help other pupils to progress. In a good lesson observed, pupils worked safely and responsibly because of the teacher's calm class management and good timing of different elements of the lesson. Pupils were engaged in purposeful activity, using hand drills, saws and glue guns. Good attention to safety is evident in pupils' correct use of a bench hook or a vice to hold materials firmly. Pupils have opportunities for developing speaking skills when evaluating the success of a design or explaining a mechanism. One boy enthusiastically described powering a motor, because 'We learned about circuits in Year 4'. Another effectively explained the use of gears to drive a Ferris wheel. A very positive aspect of the planning is that pupils learn to work together very co-operatively in teams. Pupils use computers in their recording of plans and decoration of some models. This is not yet consistently developed through the school, but used at the level of individual teachers' understanding.
100. The co-ordinator has made a competent start to improve the organisation of the subject. She has made good use of outside expertise to obtain guidance on planning and the use of information and communication technology. Resources are helpfully arranged in each classroom so that they are easily accessible for pupils to choose from. The co-ordinator examines lesson plans and offers advice informally but there are no opportunities to monitor teaching. The current whole-school focus is on the use of assessment to plan for further improvement of pupils' progress.

## **GEOGRAPHY**

101. Pupils' attainment has been maintained at the same level since the last inspection and is in line with national expectations by Years 2 and 6. Progress is good overall, and in Year 6 it accelerates as teachers extend pupils' use of literacy, numeracy and information and communication technology as tools for learning. Pupils who have special educational needs and English as an additional language are usually well supported by teachers and teaching assistants. Consequently, they make good progress.
102. The subject was only taught in Years 3 and 4 during the inspection, however an observation of pupils' work and teachers' planning indicates that teaching and learning are sound through the school. Many topics provide good opportunities for fieldwork in the local area, which keeps pupils interested and the subject relevant to them. In Year 1 pupils walk around school and the immediate area looking at housing and different local facilities. They draw their homes and write about where they live. In Year 2 they visit Heckmondwike, noting features on the way such as a wishing well, a fire station and the cenotaph. They compare it with the seaside town that they visit in the summer. Pupils learn about land use by making comparisons between the seaside and their own urban area and compare their features. They develop mapping skills, showing features such as the railway, roads and buildings, and physical features such as the beach and the sea. Pupils correctly use a key to illustrate them.
103. Pupils develop their mapping skills and knowledge of the local environment further in Years 3 and 4. They use aerial photographs to identify different land uses. They learn about the weather in different countries and use their literacy skills to write an imaginary postcard from that country. These tasks create interest and pupils work hard and achieve well. In Year 4 pupils develop their enquiry and research skills carrying out their own research on noise levels in the school. They record the noisy and quiet areas and times of

day and present their findings on a map of the school. In Year 6 good teaching introduces pupils to some exciting activities in which they make very good use of e-mail and the Internet. They compare weather in Alaska, San Francisco and Heckmondwike and prepare a fact sheet that includes maps of Heckmondwike to send to a school in San Francisco with which they have links. In addition, pupils use a range of different programs to produce pie graphs, charts and block graphs to present data that pupils collect themselves. A residential visit for Years 5 and 6 further enhances pupils' opportunities to apply and develop their geographical skills, carrying out local investigations and exploring the growth of a river.

104. Teaching is satisfactory. Teachers use and repeat precise technical terms, which helps to develop pupils' vocabulary. Good questioning stimulates discussion and support by the teacher and classroom assistants keeps pupils interested and learning. Tasks are sometimes too tightly controlled by teachers so that pupils do not have enough opportunities to discuss and develop their own ideas. Teachers make very good use of the local area and field trips, which add interest to pupils' learning as well as promoting their social and cultural awareness. Teachers have made very good use of Barnaby Bear's travels to introduce Year 2 pupils to a study of India. A family visiting relations made a diary of their trip and with pictures and captions they provided a valuable resource for all pupils to learn about the country and its customs. A group of pupils in Year 3 miss one of two lessons each week for additional literacy support. As they miss the whole hour-long lesson, this makes it very difficult for those pupils to achieve as well as others in the subject. Management and leadership of the subject are satisfactory, but there are no effective procedures for recording pupils' achievements. Monitoring of pupils' work takes place, but there is no monitoring of teaching in the subject.

## HISTORY

105. By Years 2 and 6, pupils' attainment is in line with that expected for their age. Standards have been maintained at the same level since the last inspection. Teachers plan their lessons well to build systematically on pupils' skills and knowledge year by year. Pupils learning English as an additional language and those with special educational needs are fully included in lessons and are effectively supported by teachers and teaching assistants so they achieve well.
106. By Year 2, many pupils acquire an understanding of the past and how things change over time. For example, in Year 1, pupils look at their toys they play with now and the toys that parents and teachers used to play with. They talk about some of the differences and the reasons. In Year 2 pupils show awareness of the significance of Remembrance Day and of the poppy, 'to remember soldiers who died in the First World War'. Most pupils develop a satisfactory understanding of the causes of the Great Fire of London as well as remembering some of the facts.
107. By Year 6, the majority of pupils develop a satisfactory understanding of chronology. They place different periods studied in correct sequence and some of them in appropriate centuries. They have good opportunities to develop their research and enquiry skills in lessons from a variety of sources including the Internet, CD Roms, artefacts, as well as books and visitors. In Year 4, for example, one visitor, a 'maid' at Oakwell Hall, a local Tudor house, provides pupils with good insight into the lives of the poor and the wealthy in Tudor times. Pupils gain this information from her answers to their probing questions about her life and the times in which she lived. Pupils research and plan their own questions to ask the visitor, and some take notes. In Year 3, pupils 'acting as archaeologists' use the knowledge and understanding they already have of the period to predict what some Ancient Egyptian artefacts were used for. In Year 4, pupils do their own research in class about where children and their families have moved from, and then write about how they went about it. This is very effective as an introduction to the topic on why

people such as the Vikings settled here in the past. It is appropriate in helping pupils appreciate why some of them have come from overseas to settle in the local area from the Indian sub-continent. The subject contributes very effectively to pupils' speaking and listening and literacy skills and develops their computer skills when carrying out their research.

108. Teaching is good overall and helps pupils' cultural development. Teachers provide a good range of approaches which interest and motivate pupils and help them understand and learn. Teachers are very clear in explaining to pupils what they expect them to find out about in the lesson and linking new learning with what they already know and have found out. Their very appropriate questioning takes pupils' learning further. Where topics include artefacts or visitors, pupils are very enthusiastic and learn and remember more. Good relationships in classes mean that pupils listen attentively and are very involved, so learn well. Bilingual support assistants help pupils learning English as an additional language to be involved and achieve well, particularly those younger pupils not yet confident enough to speak in English to the class.
109. Management and leadership are satisfactory. The co-ordinator has recently drawn up a policy for the subject and suggestions for assessment, to be discussed by staff. Samples of pupils' work are collected and kept for teachers' reference. However, as yet, there are no effective procedures for recording pupils' achievements in place, which means teachers have to assume pupils have learnt what they have been taught from the teaching guidelines. Also, there is no monitoring of teaching in the subject planned, except by looking at a sample of pupils' work. Teachers make very good use of visits and visitors, which bring the subject alive and make it meaningful.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

110. Pupils achieve the expected standards by Year 2 and achieve above the expected standards by Year 6. This is an improvement since the last inspection. Teaching is mainly good and is excellent in Year 6. Teachers develop pupils' skills systematically and make very good use of the suite of networked computers, the Internet connection and the computerised whiteboards. The co-ordinator has arranged training for all staff, which has increased their confidence in the subject and has promoted rising standards among pupils. Teachers share their expertise through joint planning so that they have the opportunity to discuss what works well. There is a recently adopted policy and the school uses national guidelines to support pupils' development of skills. There are satisfactory procedures for assessing and recording pupils' progress.
111. In Year 1, pupils learn to use the mouse accurately and develop their keyboard skills. In Year 2, pupils learn how to open a program and change the size of words. They develop their keyboard skills and know how to find and use keys such as enter, back-space, space-bar and full-stop. In writing about, 'What Makes a Good Friend?' they successfully deleted letters from words they had mis-spelt. A pupil exclaimed, 'I'll go backwards to make 'verry' better!' Higher attaining pupils write in complete sentences, make good use of capital letters and most use full stops. Pupils write short poems, 'I'm Not Afraid of the Monster', and include accurately punctuated sentences such as, 'There he is in front of my bed. When he leaps about to prowl about, I shake his furry head!'
112. Year 3 pupils are confident about logging on to the network independently and load programs and files on their own. Pupils are very familiar with highlighting groups of words to create impact and add expression to the meaning. They recreated a version of a poem and enthusiastically altered the font, size and colour of the text. As one pupil successfully enlarged 'bigger' to a size greater than he had expected, he exclaimed with delight and awe, 'Wow!'

113. Year 4 pupils combine writing with pictures and images. Higher attaining pupils know how to centre and right-align their work to improve its appearance. Year 5 pupils have produced very clear accounts about visits to places such as Eureka and the Magna Science Adventure Centre. They have also produced a very informative leaflet about Heckmondwike with bullet points to highlight important facts more clearly. Pupils understand how sensors measure temperature and noise and make use of this equipment in science investigations. Higher attaining pupils were observed working in a very precise and methodical manner and were able to reflect critically to make subsequent improvements. Year 6 pupils have skills above those expected for their age and are confident in their use of spreadsheets, multi-media and control technology. Their presentation on hats, linked to their work in design and technology, demonstrates their ability to produce slides that include their own text and imported images. They learn how to use computers to control events. A group wrote instructions to make a set of traffic lights work and another group were able to make a clown 'come to life' by programming lights to make him wink and flash his nose. Pupils use the Internet efficiently in order to research information. They have also established valuable links with schools in San Francisco and Alaska with whom they exchange information about the weather or their different lifestyles by fax and e-mail.
114. They show interest and enthusiasm and take pride in their increasing skills. These activities provide rich opportunities for pupils to develop their numeracy and literacy skills across a range of activities and other subjects.
115. Teachers have very good subject knowledge, which they share very well with all their pupils. Teachers provide clear explanations and use effective questioning so that pupils know exactly what they have to do. They have high expectations of all pupils both regarding their achievements and their behaviour. Pupils are very attentive, approach their tasks in a very mature manner and have very good relationships with each other and their teachers.
116. Bilingual and pupils with special educational needs are very well integrated in the class. Class assistants work well with them and provide very good support so these pupils make good progress. Teachers promote pupils' personal and social development by encouraging them to work in pairs and groups of mixed ability and background. Pupils' relationships are very good and they support one another in their tasks developing their literacy, personal and social skills. One bilingual pupil closely examined an image of a Tudor coin that had been found on the Internet and wrote proudly and accurately, '*This money looks fake because it seems to be made out of plastic*'.
117. The headteacher's enthusiasm for the subject is evident in the wide range of resources that are available for pupils to develop their skills. He is proud of the school's achievements and is determined to raise pupils' standards further so that they continue to develop a sense of self-worth through enjoyment and success.

## **MODERN FOREIGN LANGUAGE**

118. Pupils' attainment by Year 6 is good and they make very good progress. Evidence is based on the observation of one lesson in Year 6 and a scrutiny of the work covered. Pupils in Years 5 and 6 receive fortnightly lessons from a visiting specialist, which concentrate principally on developing their recognition and use of spoken language. Teaching is exceptionally good and stimulates pupils' interest and involvement very effectively. The teacher has an excellent subject knowledge and accent and provides a first class model for pupils to imitate. Learning is fun and very well paced. All pupils are very enthusiastic about the sessions and keen to participate. Those who learn English as an additional language make the same very good progress as those who speak English as a first language. Pupils understand the conventions of repeating phrases using different

tones of voice and volume in a way that improves their accents and expression. Pupils understand and use a range of simple phrases and adapt them to meet the needs of communicating with their teacher and one another. Pupils reply to questions appropriately and talk briefly about themselves, their age and where they live. They appreciate the need to change the subject and pronouns in speaking to and about other class members. They ask simple questions with confidence and speak with good accents. They have a good command of simple idioms like '*ca va*' and '*et vous?*' In the lesson observed, teaching made imaginative use of the interactive whiteboard to extend pupils' learning of written French vocabulary linked to members of the family. The class teachers support these lessons and observe pupils to monitor their progress and ensure that all participate fully.

## MUSIC

119. Pupils' attainment is in line with that expected by the end of Year 2 and Year 6. Standards are similar to those reported at the previous inspection. Teachers now follow the same balanced teaching programme and pupils make satisfactory progress as they move through the school. School concerts and class assemblies allow pupils to share their achievements with larger audiences. Pupils of all abilities have the same opportunities and play an active part in each lesson. Percussion or guitar tuition from the school music service is available to everyone. This offer is taken up by some pupils with special educational needs and offers additional opportunities for them to achieve well. In lessons where there is bilingual support, pupils gain a clearer understanding of instructions and good examples of performing. By fitting words to rhythms these pupils learn to improve their pronunciation and fluency. Pupils are helped to extend a narrow vocabulary by listening to music and describing their feelings.
120. By Year 2, pupils listen carefully to contrasting percussion sounds and identify which is higher or lower, softer or louder. Pupils listen with interest to each other playing different sounds by tapping, scraping or shaking an instrument. Most pupils play in time with a simple beat. By Year 6 pupils listen to recorded music and respond by expressing their thoughts about its different moods. They play and compare different combinations of notes on tuned percussion and discover which blend they prefer. All pupils have good opportunities for singing practice. This results in pleasant, tuneful singing in unison and in different voice parts. Good rhythm and a satisfactory range of volume add expression to the overall sound. Little evidence was seen of pupils in Years 3 to 6 composing their own music. Their inability to use beaters effectively on chime bars suggests a lack of experience here. Although electronic keyboards are available, it is not clear how they are incorporated into pupils' learning.
121. The quality of teaching and learning is good generally, although some teachers' subject knowledge is limited as regards the best use of musical instruments. Teachers plan lessons carefully with clear expectations of what pupils are to achieve. Pupils respond with good effort and perseverance. Teachers' encouragement and approval help to improve pupils' self-confidence. Effective warm-up activities ensure a positive start to lessons and promote pupils' enjoyment, particularly in singing lessons. For example, Year 2 pupils learn to control their voices by practising songs in a singing, a humming or a talking voice. Although some pupils have difficulty in fitting words to music, the good lead from the bilingual support assistants helps them to progress well. Pupils who wish may further their ability in a small lunchtime choir. Here they perform an interesting selection of part songs, effectively harmonising simultaneous melodies and verses. Group activities give older pupils useful opportunities to listen and respond to each other's performance. One such challenging activity for Year 5 pupils led to their good co-operation as they shared drums to practise complex Indian drumming rhythms. Where teachers lack sufficient subject knowledge pupils are not given enough detailed instruction to extend their learning. In an unsatisfactory lesson, pupils' interest was not engaged sufficiently from the start. The lack of precise guidance on how to use instruments meant that pupils

did not make sufficient progress and led to limited effort on their part.

122. Leadership of the subject is satisfactory. This ensures that the staff's musical expertise is fully used to benefit pupils' learning. This year the main focus has been to increase resources and introduce a shared scheme of work. There is no time available for the co-ordinator to monitor lessons, but advice on suitable methods and music is given where teachers need it. At present, there is no shared system for assessing pupils' achievement, but this is under discussion. Suitable highlights, such as 'Sparkle Week', pantomimes and recitals from visiting musicians, are planned periodically to widen pupils' experience of music of different cultures. These feature pupils learning colourful routines like the fire dance for the festival of light. Pupils' experience of music from different cultures is adequate but not enough to develop their appreciation of a wide range of different styles.

## **PHYSICAL EDUCATION**

123. Pupils' attainment in dance is in line with expectations, but in gymnastics in Year 1 attainment is below expectations. It was not possible for inspectors to observe games, swimming, athletics or outdoor pursuits, nor gymnastics beyond Year 1. There has been limited progress since the previous inspection when pupils' attainment was in line with national expectations in dance in Years 1 and 2, and in swimming by the end of Year 6. Gymnastics attainment was below average throughout the school, as was games in Years 1 and 2.
124. Routines are well established in the subject. All pupils are appropriately dressed, although the school's rule about working in bare feet was not rigorously applied in a Year 1 class. Every class started each lesson with a warm-up, and most finished with a cool-down activity. Most teachers reminded the pupils about why they did this. In a Year 3 class pupils were able to give good explanations of the effect of exercise on the rate of their heartbeat.
125. Teaching is satisfactory in Years 1 and 2. The teaching of dance in Years 3 to 6 is good. In most lessons pupils have opportunities to observe the work of others. They provide positive comments and suggest improvements and pupils adapt what they are doing as a result. There is good use of partners and pupils work well with other. Teachers frequently participate enthusiastically in lessons. This encourages pupils and enables teachers to demonstrate particular points. Good support from the teacher and classroom assistant enables a pupil with mobility difficulties to play a full part in the lesson. In good lessons, explanations are clear and opportunities are taken to develop language structure and vocabulary. However, in other classes pupils who have limited English struggled to understand what was required. Some teachers use variation in their voices well, which keeps the pupils interested. Others do not and this leads to pupils losing concentration and becoming inattentive.
126. Pupils' attitudes are satisfactory overall. Most pupils listen carefully to the teacher, but there is often a lack of motivation to try hard and, consequently, little pride in what has been achieved. However, where the teaching is good the behaviour of pupils and their attitudes to the subject are generally also good. In these lessons pupils apply themselves fully with clear physical exertion. They are enthusiastic and responsive to the tasks set, bringing creative thought to their work. Their performances improve as they reflect on what they are doing.
127. In Year 2 there is a group of pupils who are currently missing both physical education sessions each week for extra support in mathematics. This means they are not accessing the physical aspects of the curriculum to which they are entitled.

128. Facilities for the subject are unsatisfactory at the present time and resources are barely adequate overall. Outside space is small and there is no field. The hall is used for all indoor physical education sessions. This is reasonably large, but many of the resources as well as lunchtime furniture, the piano and computers are stored around the sides of the hall, posing a potential hazard. After lunch there are wet places on the floor, marked by cones. Frequently lessons are interrupted as classes or groups of children cross the hall in lesson time to reach other parts of the school, and sometimes they are curtailed because of assemblies. Resources are good for outside activities and the storage problems identified in the previous inspection have been resolved. New equipment has been purchased and is easily accessible for adults and pupils. However, many of the indoor resources are old and inadequate.
129. The school has made effective arrangements for girls in Years 4 to 6 to be able to change behind folding screens. The pupils collect the screens before the lesson and return them afterwards. There is a new co-ordinator for physical education who has good subject knowledge. She has organised the resources for outdoor use very well. Curricular experience is enhanced with some extra-curricular activities, such as a Fitness and Games Club, and with residential visits in Years 5 and 6.

## RELIGIOUS EDUCATION

130. Standards in Years 2 and 6 are at the levels suggested by the locally agreed syllabus for religious education. Attainment is at the same level as it was at the last inspection. Pupils, including those learning English as an additional language and those with special educational needs, make good progress. All pupils develop a sound understanding of Christianity and Islam and also study Hinduism and aspects of Judaism. Artefacts and resources used in lessons add effectively to pupils' knowledge and understanding of different world religions.
131. In Year 2, pupils learn that the Qur'an is special to Muslims and the Bible is special to Christians. They have an understanding of how Muslims show respect for the Qur'an and how it is to be treated and kept. They experience a story from the Bible and discuss what qualities would make a good friend, such as, 'kind', 'truthful' and 'gentle'. Many develop a sound knowledge of the Christmas story and write a good account of the story in appropriate sequence, recording all the main events.
132. By Year 6 pupils consolidate their knowledge of the principal beliefs and practices of Islam, Hinduism and Christianity, and what it means to be a member of a faith. As a personal response, they develop their own 'web of belonging' which includes family and friends and, for some, their faith. They compare aspects common to the three religions such as fasting. Based on their knowledge of the lives of famous Christians such as Mother Teresa and Harriet Tubman, pupils discuss the characteristics of a good leader and what qualities they possess themselves. In Year 4 pupils learn about specific aspects of religions, for example the five great duties of Hinduism, and what religions have in common, for example festivals. When learning about how and where Hindus worship, they write about their own 'special place'. 'My special place is in Pakistan. It makes me happy when I see all my family', writes one pupil. In Year 5 pupils use their knowledge to explore the five tenets of Islam in a very practical way that promotes good discussion and good learning. A bilingual assistant helps a few pupils to explain their ideas in Punjabi and English so they achieve well in the lesson. Through practical approaches and explanations in pupils' home language, pupils' understanding and knowledge of different faiths develop well.
133. Teaching and learning are good overall. In effective lessons, teachers use a good range of strategies to interest and motivate pupils. In a Year 2 class, the teacher explained the importance of the Bible to pupils by showing them four different copies from her family,

one dating from 1919 and another from 1816. Pupils were hugely impressed by the beauty and age of these books and clearly understood their special importance. When teaching about Islam, teachers draw on the knowledge of Muslim bilingual assistants and pupils to elaborate on the rituals and meaning of certain words and act of worship. Teachers generally create good opportunities for pupils to talk, discuss and listen to each other, which keeps them involved and interested. Pupils work well together and listen to each other respectfully in discussions. Teachers' comments in pupils' books help them realise what they are learning and why. Pupils' attitudes to the subject are positive, but Muslim pupils do not always extend their learning significantly when they are already highly familiar with the principles of their own faith.

134. Management and leadership in the subject are satisfactory. The present co-ordinator is new to the role and has not yet had the opportunity to share with staff the newly revised scheme of work from the local education authority. An audit of resources has shown the co-ordinator where there are gaps, but overall resources are satisfactory, including artefacts and videos. The co-ordinator scrutinises pupils' work to check that there is a proper match between planning and teaching. Although the procedures for recording pupils' achievements are not in place yet, there is guidance in the new syllabus, which the school plans to adopt.