

INSPECTION REPORT

KNOWLESWOOD PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 132183

Headteacher: Mr John McGowan

Reporting inspector: Mr A Calderbank
7979

Dates of inspection: 13th – 16th January 2003

Inspection number: 248925

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 -11
Gender of pupils:	Mixed
School address:	Knowles Lane Bradford
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Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor Tony Cairns
Date of previous inspection:	Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

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7979	Mr. A. Calderbank	Registered inspector	Science Physical education	What sort of school is it? The school's results and pupils' achievements. What should the school do to improve further?
9777	Mr. D. Heath	Lay inspector		Pupils' attitudes, values and personal development. How good are curricular and other opportunities offered to pupils? How well does the school care for its pupils? How well does the school work in partnership with parents?
25509	Mrs. J. Clarke	Team inspector	Foundation Stage Art and design Design and technology Special educational needs	
30823	Mrs. B. Clarke	Team inspector	English Geography	
2465	Mr. G. Yates	Team inspector	Mathematics Information and communication technology	How well is the school led and managed?
11922	Mrs. J. Watkins	Team inspector	History Music Religious education	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school was opened in September 2000. It is an average sized primary school with 216 pupils in Years 1 to 6, 29 children in the reception class and 35 children part-time in the nursery. It serves an area consisting largely of rented accommodation. The percentage of pupils known to be eligible for free school meals is well above the national average. Children's early achievements are well below average when they start in the nursery. Significant numbers of pupils join and leave the school during the year. An above average number of pupils, 30 per cent, has special educational needs, mainly for emotional and behavioural problems or moderate learning difficulties. The percentage of pupils with statements of special educational needs, 1.6 per cent is broadly average. All pupils are of white UK origin. All pupils are of white ethnic origin. Five pupils are designated as Traveller pupils. The school benefits from funding and initiatives arising from its location in an Education Action Zone (EAZ).

HOW GOOD THE SCHOOL IS

There are many good features in this improving school. Since it opened, the staff have worked hard to ensure that pupils at all levels of attainment make satisfactory progress. The headteacher provides good leadership and has successfully created an ethos which promotes pupils' self-esteem well. Teaching is good in the foundation stage (the nursery and reception classes) and satisfactory overall in Years 1 to 6. Standards in English, mathematics and science in the current Year 6 are well below those found in most schools. This is a caring school and relationships are a strength. Pupils' behaviour is good. The school provides satisfactory value for money.

What the school does well

- Pupils make good progress in reading.
- The headteacher provides good leadership and manages the school well.
- Most teachers have good knowledge of the curriculum, manage pupils effectively and make good use of the skills of classroom assistants.
- Children make a good start to their school life in the foundation stage.
- Because relationships are very good between pupils and staff, most pupils are enthusiastic about school, behave well and want to learn.
- The school takes good care of its pupils.
- It makes good provision overall for pupils' spiritual, moral, social and cultural development.
- The good partnership with parents and the community helps pupils to learn well.

What could be improved

- Pupils' writing, spoken language and the way that they present their work.
- Standards are too low in information and communication technology (ICT) in Years 3 to 6.
- The way the school checks the quality of teaching and learning.
- Pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not been inspected before.

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
	Year 2000	Year 2001	Year 2002	Year 2002
English	N/A	E*	E	C
Mathematics	N/A	E	E	C
Science	N/A	E*	D	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Standards in the current Year 6 are well below average in English, mathematics and science. They are not as high as in 2002 because of the high percentage of pupils with special educational needs in the year group and the large number of pupils who have joined the school part way through their primary education. In the 2002 National Curriculum tests, the school just missed its target for attainment in English, but exceeded the one set in mathematics. Targets for 2003 are realistic and achievable. Pupils' attainments in art and design, design and technology, music and physical education are similar to those found in most schools but standards in ICT are below average in Years 3 to 6. There was not enough evidence to make a judgement about standards in geography. Standards in all other subjects were below those normally found. There were no significant differences in the standards achieved by both boys and girls. Pupils with special educational needs and the Traveller pupils make satisfactory progress overall.

While standards in English, mathematics and science are below average by the end of Year 2, pupils achieve well. This is particularly evident in reading and pupils who have been in the school since it opened are making good progress. While strategies to improve pupils' writing are having a positive effect, standards are still too low. Pupils' attainment in all other subjects is similar to that found in most schools.

Children in the nursery and reception classes make good progress and achieve well. However, as a result of the very low level of their early achievements when they start school, most children are unlikely to achieve the recommended early learning goals for their age by the time they move to Year 1. The early identification of pupils with special educational enables them to make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and have good attitudes to learning.
Behaviour, in and out of classrooms	Behaviour is good in most lessons and around the school. A small number of boys in Year 6 sometimes disrupt the flow of lessons.
Personal development and relationships	Good. Pupils develop very good relationships and when given the opportunity enjoy taking responsibility.
Attendance	Well below average.

TEACHING AND LEARNING

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

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

There were many examples of good teaching and learning during the inspection. However, a survey of pupils' previous work shows that teaching is good in the nursery and reception classes and satisfactory overall in Years 1 to 6. Almost all the lessons were satisfactory or better during the week of the inspection. In the very few lessons where teaching was unsatisfactory, the school's discipline policy was not followed and too much time was spent in managing the behaviour of a very small number of pupils. This adversely affected the quality of learning and the flow of lessons. Most teachers have a good knowledge of the curriculum, high quality relationships with the pupils and manage them in a positive way. As a result, the quality of learning is good. A particularly good feature of the teaching in the nursery and reception classes is the use teachers make about children's learning to plan future work. The school makes good use of the skills of specialist teachers to raise standards in music and physical education. Classroom assistants and nursery nurses provide good support for teaching and learning.

The national literacy and numeracy strategies have been introduced soundly. However, teachers provide too few opportunities for pupils to consolidate and develop their spoken language and writing in other subjects. Teachers are not sufficiently confident to teach all aspects of ICT. Pupils with special educational needs, especially those with behavioural difficulties, receive good support. Teachers ensure that Traveller children are involved in all aspects of school life.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements and offers pupils a satisfactory range of learning experiences. There is a suitable range of extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Pupils are well integrated into all aspects of school life. The school is particularly successful in meeting the needs of pupils with behavioural problems.
Provision for pupils with English as an additional language	There are no pupils who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Provision for moral development is very good and leads to very good relationships and good behaviour. Cultural and social development are good. However, while spiritual development is satisfactory, opportunities are missed during acts of worship to take this aspect further.
How well the school cares for its pupils	Child protection procedures are good. The arrangements for assessing pupils' work are good in English, mathematics and science but less so in other subjects. However, insufficient use is being made of information about pupils' learning to improve standards.

The school has good links with parents and the local community. It provides good information to parents about what their children are learning at school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear view of where the school is now and what is needed for it to improve. The deputy headteacher ensures that the school's policies for pupils' welfare and discipline are put into practice. Curriculum co-ordinators work hard but do not have a clear view of teaching and learning in their subjects.
How well the governors fulfil their responsibilities	The governors fulfil all their responsibilities. They have worked hard since the school opened to ensure that it functions well. Governors are appropriately involved in the strategic management of the school.
The school's evaluation of its performance	This is a new school and as such no trends in performance are available for analysis. It has undertaken a thorough analysis of the previous year's test results and put in place good action plans to raise standards.
The strategic use of resources	Financial planning is good. The EAZ grant is used successfully to improve links with parents. Resources are used effectively. The principles of best value are applied well.

There are sufficient teachers and a good number of teaching assistants. The school's accommodation is good except with regard to access for the disabled. Resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are well cared for and happy. • Behaviour is good. • The school works closely with parents. • They would feel comfortable approaching the school with questions or a problem. • Teaching is good. • The school is well-led and managed. 	<ul style="list-style-type: none"> • Homework provision. • The range of activities provided outside lessons.

The inspection team supports most of the positive views of parents. However, inspection evidence shows that while teaching is good in the foundation stage, it is satisfactory overall in Years 1 to 6. Homework and the range of activities outside of lessons are similar to those found in most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There are several important factors to be taken into account when looking at standards in this school. Because the school has only been open for just over two years, it is impossible to compare its results with other schools over a period of time. The school's population is not very stable and a significant number of pupils leave and join the school other than at the normal times. The number of pupils with special educational needs is well above the national average. In addition, boys outnumber girls significantly.
2. Children start in the nursery class with skills and knowledge levels well below average. They have particularly poor skills in speaking and listening, their knowledge of the world around them, social skills and physical development. Even though the children work hard, most are likely to achieve below the levels expected in all areas of learning by the time they enter Year 1. Children who are recognised as having special educational needs are quickly identified and they are given extra help; as a result they achieve well.
3. The results of the National Curriculum tests and assessments taken at the end of Year 2 in 2002 were below average in reading but well below in writing and mathematics. However, when compared to similar schools, pupils' performance was well above average in reading, below in writing and average in mathematics. Teachers' assessments showed that the percentage of pupils reaching the expected standard (Level 2) in speaking, listening and science were similar to those found in most schools. However, no pupils were assessed as working at the higher level (Level 3). Pupils' performance in the tests and assessments in 2002 showed a decline in standards in writing and mathematics but an improvement in reading.
4. Inspection evidence shows that the standards being achieved by the current group of pupils in Year 2 are below average in speaking, writing and mathematics but broadly average in reading. However, writing, which has been a focus for the school during the past twelve months, is showing signs of improvement. Though standards in science are also getting better, the more able pupils in Year 2 do not have a sufficient understanding of what makes a test fair and, as a result, standards are below those found in most schools.
5. The results of the National Curriculum tests taken by pupils at the end of Year 6 were well below the national average in English and mathematics and below average in science. This was because in all three subjects a significantly lower percentage of pupils than nationally achieved the higher level (Level 5). The proportion of pupils achieving the nationally expected standard (Level 4) in English and mathematics was slightly above the national average and in science significantly above. When compared with pupils in similar schools, the 2002 test results were more favourable; pupils' performance was average in English and mathematics and above average in science. These results represented significant improvement from the previous year.
6. There is no significant difference in the performance of boys and girls. Boys and girls demonstrated similar standards during the inspection.
7. Pupils are not expected to do as well in the 2003 National Curriculum tests as they did in 2002. This is because almost half of the pupils currently in Year 6 have special

educational needs and a significant number of pupils have joined and left the class since the school opened.

8. Inspection evidence shows that by the end of Year 6, standards in speaking are below those expected nationally and few pupils speak fluently. Attainment in writing is well below average but standards are improving and pupils are now writing for different purposes. However, opportunities are missed in subjects such as science, geography, history and religious education for pupils to use their writing skills. Though standards in reading are broadly average, teachers do not provide pupils with sufficient opportunities to use information books.
9. There is no whole-school approach to the teaching of spelling, handwriting and how work is to be presented. As a result, pupils lack consistency in these aspects of their learning.
10. Pupils' attainment in mathematics is well below average in Year 6. Many have difficulty solving problems and in the mental recall of basic number facts. Pupils in Years 3,4 and 6 are being taught in groups set according to their prior attainment and this is proving to be successful in ensuring that they now make the progress they should.
11. Standards in science are well below average in Year 6. Though pupils cover a good range of topics and learn how to carry out investigations, they have difficulty remembering what they have learned. In addition, their lack of knowledge of correct technical vocabulary limits their progress.
12. ICT standards are similar to those found in most schools in Years 1 and 2. They are below average in Years 3 to 6 and pupils make unsatisfactory progress. This is mainly because computers keep breaking down and, as a result, pupils do not get sufficient time to learn and practise new skills.
13. Pupils' attainment in religious education is broadly in line with the expectations of locally Agreed Syllabus in Year 2 but below in Year 6. Standards in history are below average in Year 6. In all other subjects inspected pupils' attainments are in line with those found in most schools. There was insufficient evidence to make a judgement about standards in geography in Year 6.
14. Pupils with special educational needs in the nursery, reception, infant and most junior classes make good progress in their learning. Progress for the oldest pupils in the juniors who have special educational needs is satisfactory. This is because the school's behaviour procedures are not applied consistently enough and learning dips.
15. The school helps and encourages pupils with special educational needs well in their work and, taking into account their prior attainment, they generally achieve well. Pupils have good support in lessons from the teachers and the classroom assistants and this has a positive impact upon their attainment. The pupils with special educational needs and Travellers children are fully included in all aspects of the life and work of the school.

Pupils' attitudes, values and personal development

16. Pupils are keen and eager to come to school. The majority of parents who responded to the pre-inspection parental survey confirm this.
17. The children in the reception class have good attitudes to their work. They try hard with the tasks set by their teachers and nursery nurses. Children understand the need to take turns and strive hard to do so but are not always successful when it comes to sharing games and toys. Behaviour is good and the children try hard to care and to be kind to each other. They develop very good relationships with the staff and strive to do as they are asked. Attendance for some of the children is not regular and in some sessions the numbers in the classes are low.
18. Most pupils in Years 1 to 6 display a good level of interest during lessons. They listen carefully to their teachers and like to be involved in question and answer sessions. A good example of this was seen in a history lesson in Year 1 about different types of houses. The children enjoyed the lesson and were very keen to air their views. Other age groups show the same level of interest. For example, in a mathematics lesson in Year 4 about data handling, the pupils applied themselves well to the task, working in pairs to compute a graph of *Smarties* using the real thing. In the great majority of lessons seen, pupils maintained a good attitude to learning responding well to the good teaching. There are a few individuals in Year 6, however, who test the patience and tolerance of their teachers and other pupils. This unsettles the rest of the class if the teacher does not consistently carry out the school's policy with regard to discipline.
19. Throughout the school day, standards in behaviour are good. In lessons, pupils respond quickly to the teachers' instructions. They move around the corridors and up and down stairs in an orderly manner, greeting adults and holding doors open to allow visitors to pass through first. Pupils enjoy their lunch while talking to their friends. Behaviour is boisterous in the playground but the session is enjoyed by all the pupils. Parents agree that behaviour is good at the school. During the last school year there were only two fixed period exclusions. Pupils excluded from other schools start here and settle well. Pupils are aware of the school's policy with regards to bullying. There were no instances of bullying witnessed during the inspection. Pupils are confident that teachers will listen to them and help them and that the school does not allow this kind of behaviour.
20. The relationships between pupils, with staff and other adults are a strength of the school. During lessons, the respect and trust between pupils and their teachers is very strong and this makes an important contribution to the pupils' standard of education.
21. The pupils respond well to lessons aimed at assisting their personal development. For example, pupils in a Year 5 class discussed sensibly real life situations when they considered the consequences of drug abuse and how to respond to peer pressure. Pupils enjoy taking responsibility for tasks such as taking attendance registers to the office, helping to distribute the milk and for taking equipment to the playground. However, not enough attention is given to this aspect of their personal development.
22. Pupils with special educational needs try hard during lessons. They enjoy their tasks and with the extra help they have from the teachers and classroom assistants, they have good opportunities to succeed. Small class sizes and the opportunities in some year groups to work with pupils of similar attainment means that often the pupils achieve well. The pupils have very good relationships with the classroom assistants

and class teachers and this means that they try hard to succeed. This has a positive impact upon the self-esteem of these pupils.

23. Attendance levels at the school in the year 2001/02 were well below the national average and unauthorised absence was above. Pupil mobility at the school is unusually high and this together with the social problems of many families results in too many children missing valuable education. The school is aware of the need to improve attendance by working more closely with parents.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. In the comparatively short period of time since the school opened, teachers have worked hard to create an appropriate atmosphere for pupils to learn in. This is particularly evident in the very good quality of the relationships. All the pupils in Years 3 to 6 have come from a variety of other schools and at various points part-way through their primary years. Many of these pupils have special educational needs. In all classes social inclusion is uppermost in teachers' minds and great care is taken to involve all pupils in the activities of most lessons. Good progress has been made in developing pupils' reading skills.
25. The quality of teaching is good in the foundation stage, and as a result, children achieve well. The overall quality of teaching and learning in the other parts of the school is satisfactory when account is taken of all the work completed by pupils during the current school year. Almost all the lessons during the inspection were satisfactory or better. Approximately two thirds were good or better and a small proportion were very good. The use of specialist teachers in music and physical education is successful in helping to raise standards in these subjects. There was a small amount of unsatisfactory teaching in Year 6. Pupils in Years 1 and 2 achieve well because of the consistency in teaching, especially in Year 1, and continuity of approach since joining the school.
26. In the nursery and reception classes, the teachers and the nursery nurses work very well together to provide a good working environment for these young children. The teaching of basic skills is particularly effective. Speaking and listening, extending spoken vocabulary, early writing, reading and mathematics are being taught systematically. Planning is clear, detailed and builds securely on what has gone before. The children have access to very focused and individual help, which means that all learning is carefully matched to the needs of the children. In this way, the staff ensure the children make the best possible gains during lessons. Those children who are identified as having special educational needs are fully included in all lessons and given the same learning experiences as their peers. Good teaching of social and moral skills, together with high expectations of behaviour, leads to calm and productive learning for all children. Good on-going checks of what the children know, understand and can do enables the staff to amend their planning and refocus the children's learning so that no time is lost.
27. In Years 1 and 2 the quality of teaching is consistent across and through the age groups. Almost two thirds of the lessons were good or better. Common strengths of the more successful lessons across a range of subjects include precise identification of what pupils are to learn, and clear explanations and reminders about what they should achieve. Teachers manage pupils well, relationships are very good and, as a result, most pupils want to learn. Questioning techniques are used appropriately to establish what pupils know and to take their learning further. Well-briefed classroom assistants support pupils' learning effectively. Resources, sometimes of high quality,

are used to stimulate pupils' interest. In less successful, but still satisfactory lessons, planning lacks detail and the activities are not challenging enough for the few high attaining pupils. A very good music lesson owed much to the subject expertise of the teacher and the brisk pace of the lesson.

28. In Years 3 to 6, the quality of teaching is more wide-ranging. It includes both very good and unsatisfactory teaching. In the best lessons, additional strengths to those found in Years 1 and 2, include high expectations of pupils' work and behaviour. Direct teaching by demonstration and explanation in subjects such as science is backed by teachers' good subject knowledge. Humour is used well to make lessons fun and to foster good relationships. Lessons are sometimes linked in a meaningful way, for example, the exploration of sound by pupils in Year 5 in both science and music. Teaching is less successful when tasks do not match pupils' attainment precisely enough and when insufficient time is allocated for pupils to complete their work. Marking sometimes fails to give clear pointers for improvement, so pupils do not always know how to take their learning further. In the two unsatisfactory lessons observed in Year 6, the pupils' challenging behaviour was allowed to disrupt the flow of the learning for the rest of the class because the school's policy with regard to behaviour management was not followed consistently.
29. The National Literacy Strategy has been soundly implemented, and the effectiveness of the methods used is evident in the good progress made in developing pupils' reading skills. Reading is taught well and a variety of methods are used. Parents are encouraged to help their children at home and to contribute to their reading records. There is good provision for pupils who have difficulty in learning to read, provided by very competent classroom assistants who use proven projects and methods. However, there are no whole-school approaches to the teaching of speaking, handwriting and spelling to help teachers plan lessons which build well on pupils' past experiences. Although writing is receiving greater prominence and standards are rising, teachers do not provide pupils with sufficient opportunities to use their writing skills in other subjects.
30. Teachers have introduced the National Numeracy Strategy soundly. The quality of teaching is satisfactory overall and lessons are relevant and interesting. Learning intentions are usually clear and shared with pupils. Occasionally the language used to explain what is to be learnt is too difficult for pupils to understand and they are unclear about what they have to do.
31. The quality of teaching in science is satisfactory overall. The needs of the lower attaining pupils are usually well met, but in some classes in Years 1 and 2, there is insufficient challenge for high attaining pupils and not enough is done to develop fair testing. Some teachers do not provide pupils with enough opportunities to record for themselves the results of investigations.
32. There is insufficient evidence to make a judgement about the quality of teaching in ICT. During the week of the inspection, the computers kept breaking down. Teachers find this very frustrating and unreliable equipment is the main reason why standards are below national expectations. In addition, teachers are not yet sufficiently confident to teach all aspects of the subject and very little use is made of ICT in other subjects.
33. No lessons were observed in religious education in Years 1 and 2. The quality of teaching in Years 3 to 6 is satisfactory. Technical vocabulary such as 'mandir' and 'altar' are taught soundly. The quality of teaching in history is good in Years 1 and 2 and satisfactory in Years 3 to 6. Good use was made of role-play in Year 5 to make

learning more meaningful. Teaching is good in art and design because teachers develop pupils skills and understanding well. Only two lessons were observed in design and technology and so no judgements can be made about the quality of teaching.

34. The teaching of the pupils with special educational needs is generally good. Those in the nursery, reception, infant and most junior classes make good progress in their learning as they receive good teaching. Teachers and the classroom assistants plan the pupils' work well. The pupils with a Statement of their Special Educational Need make good progress because they receive good help and tasks are clearly matched to their needs. They are included in all lessons and have the same opportunities as the other pupils.
35. Teachers integrate newcomers and minority groups of pupils such as Traveller children well into all lesson activities in line with the schools social inclusion policy. Homework is set regularly. This makes a satisfactory contribution to pupils' progress in English and mathematics. In other subjects it is carried out at the discretion of individual teachers and is variable. Good use is made of visits and visitors in some subjects to make pupils' learning more varied and interesting.

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

36. The headteacher and senior staff have made a good start in a relatively short time in laying down the foundations of a generally well-balanced curriculum in this new school.
37. The curriculum for children in the nursery and reception classes is good. A wide variety of experiences is planned for them and the teachers and nursery nurses work hard to provide a stimulating and stretching range of activities. The nationally recommended initiatives in planning learning for young children have been fully implemented. As yet, the children in the reception class do not have access to a secure outdoor area and this limits the amount of work they can do. However, the children have the opportunity to use the nursery area and their large construction materials until such time as their own area is completed.
38. The quality and range of the curriculum in Years 1 to 6 fully meet the requirements of the National Curriculum. Religious education is taught in accordance with the locally Agreed Syllabus and assemblies and worship are used to emphasise values. Most subjects receive a satisfactory allocation of time. However, the time allocated to geography in some classes leaves very little opportunity for a variety of written tasks. Though only a limited amount of time is given to music, pupils make good progress in most aspects because of good specialist teaching.
39. There are appropriate policies in place for all subjects with an identified cycle for review. In the main, the school teaches the subjects using nationally accepted guidelines. Teachers' long-term planning forms a sound basis for teaching the National Curriculum.
40. As a consequence of the satisfactory implementation of the National Literacy Strategy and the emphasis placed by the school on improving pupils' writing, standards of attainment are beginning to get better. All the elements of the Literacy Hour are included regularly in English lessons and the development of literacy skills is just beginning to have a positive impact on pupils' progress. This is especially noticeable in Years 1 and 2. However, teachers do not make sufficient use of the opportunities in

subjects such as science, history and geography to develop pupils' writing. There are no whole-school approaches to the teaching of spelling, handwriting, the presentation of work and the development of pupils' speaking skills.

41. In mathematics too, standards have begun to improve. Since the opening of the school, the subject has been a special focus in the school's development plan. The satisfactory introduction of the National Numeracy Strategy, combined with the improvement in teaching due to advice and support from the local education authority, have been important factors in the improvements made. Teachers work closely as a team with support staff who are deployed well and make a considerable contribution to successful learning.
42. Good provision is made for the pupils with special educational needs. They generally receive good help in class from teachers and classroom assistants. All statutory requirements with regards to the curriculum are met. Individual education plans are available for all pupils and these indicate the help the pupils need. They are detailed and have small measurable, achievable targets for the pupils to work towards. Early identification of pupils who are in need of extra specific help is a positive aspect of the work of the school. The tasks set in most classes are well matched to the pupils' abilities; this has a positive impact upon their learning.
43. The extra help provided for the pupils in the *Better Reading* scheme and in the *Rainbow Room* is successful in ensuring that the identified pupils receive good support from well-trained classroom assistants. Activities are well planned and are matched to the specific needs of the pupils. As a result, pupils make good progress during these sessions. All staff try hard to include pupils of all abilities and background, including Traveller pupils, into every activity.
44. The school makes good provision for citizenship and for personal, social and health education. All the different elements are taught well. The school promotes healthy living in a number of ways but mainly through the science curriculum. Sex and relationships education is taught sensitively and pupils extend their knowledge about important health and safety issues such as drugs awareness when they receive visits from the *Life Education Caravan*. During the week of the inspection pupils in Year 6 made a successful visit to the hospital as part of its involvement in the Injury Minimisation Programme for Schools (IMPS)
45. The community makes a good contribution to pupils' learning. The local secondary school has recently achieved sports college status and some of its resources, such as the swimming pool, are made available to the school. The local football and rugby league teams have established strong sporting links with the school and also advise on issues such as healthy living. Visits are arranged to a Mosque, Hindu Temple and a Jewish Synagogue. Representatives from local churches take assemblies.

46. Spiritual development is satisfactory. This is a very caring school where every opportunity is taken to help individual pupils to feel a sense of belonging and of being valued. The school has established good links with a range of local churches, providing sound opportunities for pupils to explore religious beliefs. Pupils develop self-esteem through celebration of their good work, and participation in sporting activities and concerts. Teachers are very good role models, fostering respect for the individual and developing a good working environment for learning in classrooms. This enables pupils to persevere and flourish, respecting others. Pupils develop a sense of self-worth because teachers praise pupils frequently. The school provides moments of reflection during the daily assembly, but does relatively little to develop a spiritual atmosphere at this time. For example, there is no focal point such as a lighted candle, or regular planned activities to promote a response from pupils, such as wonder or dismay. While all pupils receive religious education lessons, teachers provide insufficient opportunities for written work, limiting opportunities for older pupils to reflect on personal stance or belief.
47. Provision for moral development is very good. Assemblies frequently have a moral dimension. The well-thought-out discipline policy works well and is observed by most staff and pupils. The school is a very orderly community, providing a safe working environment. A scheme of *Star Awards* is an effective motivator for good behaviour and endeavour. Pupils know the difference between right and wrong and respect people, property and rights of others. Pupils are challenged to think of others less fortunate as they collect for a range of charities. In personal and social education, pupils have very good opportunities to discuss moral issues, such as saying *No* to drugs, peer pressure or the effects of pollution in the locality. In most classrooms, activities are tightly planned, limiting opportunities for pupils to use their initiative and to develop self-control.
48. Provision for social development is good. The school is proactive in taking part in local initiatives such as use of the local sports college or the recent visit to the infirmary. There are good links with local churches, old peoples homes and the police. Teachers provide very good role models for developing positive relationships, listening to others and sharing. Social skills are practised as pupils take part in annual trips, and through welcoming visitors such as a local person talking about life in the 1950s. Pupils are given some responsibilities, for example, distributing milk or collecting registers, but more could be done in this area to promote citizenship. There is no formal system for pupils to express their views on school life, for example, through the school council.
49. Provision for pupils' cultural development is good. The school enables pupils to appreciate their cultural heritage through trips to local museums and visitors such as the *working horses* from the Industrial Museum. Pupils visit the local shops and library and make geographical studies of Holmewood. In art and music, pupils study the works of famous artists, musicians and composers. This aspect is enriched by good opportunities for pupils to experience live orchestral music, visiting theatre productions and local pantomime. A number of older pupils learn to play instruments, for example, keyboard, recorder and African drums. Through planned visits to places of worship such as the synagogue and local mosque, teachers provide good opportunities to learn about other cultures and faiths. In geography, pupils also compare life and work in Bradford with that of Chembakoli in India. There are satisfactory opportunities to meet visitors from other cultures, for example, a Zulu dance group or Indian musician.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school creates a climate of security and trust where positive values are promoted. All staff know their pupils well and provide for their individual needs. This makes an

important contribution to the pupils' learning. The nurse visits to perform health checks on new pupils and also assists with the older pupils' sex and relationships education programme. There are regular fire drills and all equipment is checked on a regular basis. Teachers and governors check all areas of the school to make sure there are no safety risks. Some members of the staff are trained first aiders. There is a good child protection policy that follows LEA guidelines and any concerns are passed to the named teacher who works closely with the appropriate agency.

51. The school has a good system for recording pupils' attendance and there is an established procedure for contacting parents concerning pupils' absence. The high number of pupils joining and leaving the school during the year and social problems in the area make this a formidable task and there are too many pupils with attendance of less than 90 per cent. The local education authority has recently appointed a new Education and Social Welfare Officer to work with the school.
52. In the short time that the school has been open all the teachers have worked well to establish a behaviour policy which is very effective and as a result behaviour in most lessons is good or very good. Teachers' presence in the dining room, the playgrounds and throughout the school day results in an orderly environment.
53. The school has a good programme of personal and social education that helps pupils to become mature and responsible citizens. A significant number of pupils join the school other than at the usual time of first admission. As a result of the school's good induction procedures, new pupils settle quickly into its routines.
54. Pupils with special educational needs are well supported in their work and are helped to achieve the targets set in their individual education plans. The teachers generally set clear specific targets for their work. This enables the teachers and classroom assistants to focus on what the pupils need to do to improve further.
55. In the nursery and reception classes, teachers assess the children's progress in aspects of their work. The information is used very well and is an important factor in promoting good progress. This way of checking the understanding of the children gives good information about each child, enabling the school to target areas for individual development. Children's records are regularly updated and provide the teachers and nursery nurses with a clear picture of the development of each child and the progress that they are making. This enables the staff to target specific help for the children.
56. In Years 1 to 6, the school's systems for the monitoring of pupils' academic performance are good in English, mathematics and science. In order to push up standards in literacy and numeracy, the school has, understandably, focused on developing assessments in these subjects. A range of standardised and other tests are regularly conducted and recorded. The school is only just beginning to analysis this information to identify where improvements are needed and to target individual pupils. There are appropriate procedures in place to ensure that pupils entering the school at different stages during the year are assessed as quickly as possible to ensure that work can be matched to their ability.
57. Co-ordinators in subjects other than English, mathematics and science have not had sufficient time to develop suitable ways of assessing and recording pupils' achievements in their subjects. As a result, assessment and recording procedures in subjects such as history and geography are unsatisfactory. Though an appropriate system has been set up in ICT, records have not been kept up to date. However, there are firm plans to address this shortcoming, with the school building on what it has

learned in English and mathematics as it extends its practice to other subjects. There is a policy for marking pupils' written work but there are some variations in the effectiveness with which it is applied.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. Parents have a positive view of the school and the school has established a good relationship with them. Nearly every area from the parents' questionnaire elicited a positive response. In particular, every parent who replied said they found the school approachable and friendly. This is very much the case. The headteacher and teachers make themselves available before and after school for informal discussions.
59. Parents are kept well informed by regular newsletters that cover all aspects of school life. The Annual Governors' Report includes details of school achievement in the last year together with the last national test results. The school has drawn up a Home/School Agreement that has been sent to all parents and carers. There are notice boards in the school for parents and the nursery issues leaflets on how to help children's education. Pupils' annual reports are detailed and informative for parents but they do not include many targets for further improvement. The school's prospectus is well presented and contains useful information for parents. There are two consultation evenings during the year, giving parents an opportunity to discuss their children's progress with teachers.
60. The school encourages parents to be more involved. A small number of parents help with baking and the preparation for school productions. Pupils take reading books home and most read on a regular basis to their parents. Parents and teachers have combined to effect a *Shared Project*. This is a regular weekly session where parents sample some of the activities from the curriculum. The project is very effective resulting in extended learning at home. Parents support the school by attending assemblies and by organising social and fund raising events such as discotheques.
61. The special educational needs co-ordinator and the teachers have good links with parents. There is a clear working relationship between school and home which has a positive impact upon the progress the pupils make. Teachers in the nursery and reception classes provide detailed information for parents about their children's learning.
62. The school receives an additional grant from the EAZ and has made good use of some of this money to successfully improve links with parents by appointing a Home/School liaison Officer (PIO). The PIO is available to help all parents as well as specific families.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The headteacher has led and managed the school well since it opened. He has identified the right priorities in order to improve the quality of education. The ethos of the school is good and closely tied to the awareness of all staff of the school's policy on equal opportunities. Staff conscientiously reinforce desired behaviour and praise achievement. The school's policy of ensuring that all pupils are fully involved in all aspects of school life is effective. There is a written policy in place for promoting racial harmony in line with recent legislation that is implemented well.
64. The headteacher is experienced and knowledgeable and provides the school with good direction. He has monitored the quality of teaching and has a good understanding of the school's strengths and weaknesses. The deputy headteacher works hard and has been particularly successful in ensuring that staff implement the school's discipline policy. Sensible objectives have been set for this new school and appropriate management systems planned to attain them. Key areas for attention, for example, greater involvement of co-ordinators in monitoring their subjects, have been highlighted. There has been too little time to set up monitoring systems involving co-ordinators. Now that policies are in place the school is in a good position to ensure that teaching and learning are monitored and evaluated in order to ensure consistency of practice. For example, there are differences between classes in the way that work is presented ranging from good to poor.
65. The governing body is very supportive of the school and fulfils its legal requirements. Governors keep up to date about what is happening. They have been very much involved in staffing decisions and have in place a strategy to deal with the school's diminishing budget to ensure that in the next academic year it does not have a budget deficit.
66. The school's development plan deals well with the issues facing the school and sets out a clear path for development. It is rightly focused on the raising of standards. All staff and governors have the opportunity to contribute ideas. The plan includes good systems for monitoring, reviewing and evaluating the progress made towards targets.
67. The smooth day-to-day running of the school owes much to the very good work of the school administrator and her two assistants. They draw effectively on each other's skills and expertise to sustain and develop everyday routines.
68. Financial planning and management are good. The staffing level is higher than that normally found and care is taken to ensure that costs are covered, using money carried forward from the previous year. Good use is made of a visiting bursar to ensure that all the information required is available in an understandable form. All monies allocated to special educational needs are spent appropriately and the school supplements this budget from its own resources. The school receives an additional grant from the EAZ. This is used well to, among other things, improve links with parents. This aspect of the school's work, carried out by a designated member of staff, is proving to be very successful.
69. All members of staff have job descriptions. The support given to newly qualified teachers and teachers new to the school is good. It ensures that they are fully informed on all procedures. Performance management procedures have been introduced but, because of the headteacher's absence, review meetings have not taken place yet.

70. The management of special educational needs is good. The special educational needs co-ordinator has put into place effective organisational systems to support the provision for the pupils with special educational needs. They fully comply with the requirements of the new government requirements. She has a clear and precise understanding of areas for further development of this aspect of the life and work of the school. *Better Reading* initiatives and the *Rainbow Room* project all make a significant contribution to the way the school gives additional help and guidance for those pupils identified for this specific support. The co-ordinator has time allocated for the management of this important area of the life and work of the school. Suitable resources have been gathered together and staff have had access to specialist training.
71. The staffing in the nursery and reception classes is generous and reflects the importance the school places on the children's early years in school. The accommodation for the nursery children is very good, as are the resources. The reception classrooms are bright and attractive but there is as yet no outdoor area for them to use, or any large construction equipment. The staff work hard to compensate for this deficiency by using the nursery outdoor area and equipment. The leadership of the early years is good. The co-ordinator recognises that although a considerable amount has been achieved in the short time the school has been opened that there is still more to do. Fine-tuning of the curriculum to ensure that there is a clear building of skills and experiences and a focused approach are areas identified for further development.
72. In the rest of the school, there is a sufficient number of teachers and support staff who are suitably qualified and experienced to meet the demands of the curriculum. The specialist skills of visiting music teachers and a physical education coach are used well. There is a wide range of experience amongst the staff but most have not completed up-to-date training in ICT. Teachers work well together despite the difficulties associated with separate playtimes and dinnertimes for younger and older pupils and of a two-storey building, with Years 3 to 6 being housed upstairs. Classroom Assistants are deployed appropriately and well briefed. They make a valuable contribution to the progress pupils make.
73. The accommodation is spacious and adequate overall to serve the needs of the curriculum. However, there is no disabled access to the first floor of the school. Two halls are available for physical education lessons and there is a separate dining room. The accommodation has been adapted and enlarged to provide a good environment for learning to take place. It is kept in a clean condition. The school grounds are adequate but suffer because of attacks of vandalism.
74. The provision of resources is satisfactory overall. However, there are major deficiencies in the resources for ICT and the use made of them. Resources in geography are unsatisfactory. There is a limited range of non-fiction books in classrooms and the school library is not used. Good use is made of visitors and visits to places of interest to make the curriculum more interesting.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to improve the quality of education the governors, headteacher and staff should:

(1) Improve pupils' writing and spoken language by :

- ensuring that the good practices in these areas are shared;
- introducing whole-school approaches to the development of pupils' speaking skills, spelling, handwriting and the presentation of work;
- making sure that planning in other subjects clearly identifies appropriate opportunities for pupils to use and apply their writing and speaking skills;
- ensuring that when pupils' writing is marked it identifies what pupils need to improve on;
- setting challenging targets and explaining to pupils and parents how these can be achieved.

(See paragraphs 4, 8, 29, 40, 102-105, 109-110, 114 and 126 in the main report)

(2) Improve standards in information and communication technology by :

- ensuring that staff have reliable resources to work with;
- providing appropriate in-service training to develop the confidence and knowledge of staff in teaching ICT;
- providing good opportunities for pupils to develop and apply their ICT skills in other subjects.

(See paragraphs 12, 32, 72, 113, 122, 126 and 153-159 in the main report)

(3) Ensure that teaching and learning is monitored and evaluated in all subjects by :

- providing training to develop the skills necessary to undertake the monitoring and evaluation of teaching and learning;
- establishing a manageable programme for co-ordinators to carry out their duties and make sure that agreed policies with regards to teaching and learning are being carried out by all staff;
- ensuring that the information gathered is used to improve standards in subjects.

(See paragraphs 64, 114, 128, 133, 140, 146, 152, 165, 169 and 174 in the main report)

(4) Ensure that effective strategies are in place to raise pupils' levels of attendance

(See paragraphs 23 and 51 in the main report)

In addition the school should also

- Improve the number of non-fiction books, outdoor play facilities for children in the reception classes and geography resources.

(See paragraphs 37, 71, 74, 76, 107 and 146 in the main report)

- Develop manageable assessment and recording systems for subjects other than English, mathematics and science.

(See paragraphs 56-57, 62, 134, 140, 146, 152, 165, 169 and 174 in the main report)

- Teach pupils in Years 1 and 2 to understand what makes a test fair in science.

(See paragraphs 4, 31 and 124 in the main report)

- Improve access for the disabled. *(See paragraph 73 in the main report)*

- Provide more opportunities for pupils to take on responsibilities.

(See paragraphs 21 and 48 in the main report)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

79

Number of discussions with staff, governors, other adults and pupils

44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	43	22	2		
Percentage		15.2	54.4	27.8	2.5		

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)	18	245
Number of full-time pupils known to be eligible for free school meals	N/A	154

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	2	78

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	96
Pupils who left the school other than at the usual time of leaving	43

Attendance

Authorised absence

	%
School data	7.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
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	19	20	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	12	15
	Girls	18	15	18
	Total	34	27	33
Percentage of pupils at NC level 2 or above	School	87 (77)	69 (77)	85(90)
	National	84 (84)	86 (86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	17
	Girls	18	19	19
	Total	32	36	36
Percentage of pupils at NC level 2 or above	School	82(77)	92(90)	92(90)
	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	19	10	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	17
	Girls	7	8	9
	Total	16	19	26
Percentage of pupils at NC level 4 or above	School	55(42)	66(77)	90(58)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	10
	Girls	9	8	8
	Total	22	19	18
Percentage of pupils at NC level 4 or above	School	76(44)	66(83)	62(81)
	National	73(72)	74(74)	82(82)

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

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	21
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	245
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	73	27	0	0	0
Behaviour in the school is good.	67	31	1	0	1
My child gets the right amount of work to do at home.	48	36	12	1	3
The teaching is good.	74	25	0	0	1
I am kept well informed about how my child is getting on.	67	30	3	1	0
I would feel comfortable about approaching the school with questions or a problem.	69	31	0	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	57	41	2	0	0
The school is well led and managed.	72	26	0	0	2
The school is helping my child become mature and responsible.	69	29	3	0	0
The school provides an interesting range of activities outside lessons.	39	30	17	1	13

Percentages are rounded to the nearest integer and may not total 100.

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

76. There has been significant refurbishment in the school to provide a nursery classroom coupled with outdoor areas alongside the reception classrooms. The standard of accommodation and resources for the nursery children is very good. In the reception classes, the provision is not to such a high standard but is still good and the school has plans to further improve these areas. For example, the reception classes do not have a discrete outdoor area for the children to use and this limits the teachers' use of the outdoor environment for the children's learning. The classrooms for these young children provide them with a stimulating working environment and they have a significant impact upon their desire to learn.
77. The children start the nursery class the term after they are three. At present there are 43 children in the nursery and they attend part-time. After Easter there will be 60 children part-time and so all the nursery places will be taken. The children start in the reception classes in the year that they are five. At present there are 34 children in the two reception classes. Some of the children in the reception class have been to the nursery; others come from local playgroups and some have had no pre-school experiences at all.
78. Most children start in the nursery class with skills and knowledge levels that are well below average. They have particularly poor skills in speaking and listening, their knowledge of the world around them, social skills and physical development. Throughout the nursery and reception classes, the children receive good and often very good teaching and as a result they achieve well in relation to their low starting points.
79. All children make good progress throughout their time in the nursery and reception classes. They are engaged by a good curriculum, very good teaching of basic skills and high levels of focused and individual teaching. The environment for these young children is bright and attractive and encourages them to learn well.

Personal, social and emotional development

80. In personal, social and emotional development, most children are likely to still be below the nationally agreed standards by the time they complete the reception year. Children make good progress in this area of their work because the teachers have very high expectations of them. They work in a busy and calm environment. All groups of children, including those children who have special educational needs are encouraged to take an active part in the life of the class, play together and help each other with their work.
81. Throughout the nursery and reception classes the children are taught to share equipment and to take turns. Some of the children find this very difficult and the staff work hard to make sure that they learn to accept the restraints that this social skill brings. In the nursery classes the children put on their own coats as they go out to play but they have great difficulty in fastening them up. In the reception classes, the children eat their fruit at snack time carefully, peeling their tangerines. The staff remind them to say *please* and *thank you* on the occasions that they forget. Getting changed for their physical education sessions takes time but is accomplished independently with the teachers and nursery nurses encouraging the children to manage on their own. Sharing is difficult for some children but they generally take turns as they play games sensibly.

82. Teaching is consistently good. Members of staff are patient and caring with the children and this enables the children to learn and develop their social awareness. Those who find it particularly difficult to join in class activities are given good help and encouragement to contribute and take part. All staff give clear ideas of what is expected of the children including the difference between right and wrong and the children are helped to accept that they have been remiss and to say sorry. This helps their moral and social development. Patient, supportive teaching results in a calm working environment where the children are happy and confident and make good gains in their lessons.

Communication, language and literacy

83. The children make good progress in this area of learning because of good and often very good teaching. As a result of the many opportunities the teachers provide for the improvement of speaking and listening skills the children achieve well. Because most children start from a low base or start this school part way through their nursery or reception classes they are likely to achieve at levels below those expected at the end of the reception year.
84. The teachers employ a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking. For many of the children when they start in the nursery class their speech is indistinct and some are reluctant to speak at all or speak in their own personal language. The staff in the nursery and reception classes focus very much on developing speaking, helping the children to take part and to speak clearly and confidently. The children in the nursery introduce themselves to *Lambchop* the glove puppet. They are expected to respond in a complete sentence and those who are uncertain or reluctant are praised for their contributions. In the reception classes, the children answer questions posed by the teachers and are helped to articulate their ideas.
85. All the children enjoy stories. They sit enthralled, as the teachers and nursery nurses read to them. This high level of interest means that they are particularly focused on the story, thinking especially about what might happen next. The teachers read attractive, bright picture stories with great enthusiasm and expression and this encourages and involves the children so that they become engrossed in the story and the actions of the characters. Children in the reception classes have both reading books and library books which they take home to share with parents or carers; in this way their learning at school is extended and reinforced by work done at home.
86. Writing is displayed in all areas of the nursery and reception classes and this helps the children to write. Children enjoy working on the mark-making tables, making books and letters. Writing skills are taught carefully and systematically. The teachers and nursery nurses focus very clearly on small groups of children giving them very individual help. This good organisational strategy has a beneficial effect upon the way the children learn.

Mathematical development

87. In mathematical development children achieve well but because their starting point in the nursery is from a low base most children are likely to achieve at levels below those expected of children of their age by the time they enter Year 1. The children are helped to make good progress through the good practically based teaching they receive.
88. The teachers in the nursery and the reception classes provide many activities and experiences so that the children develop their mathematical skills through being taught specific skills and through play. In the nursery class the children sort plastic animals into sets according to their colour. Some of the children find naming the colour hard but are able to match it to the correct colour. Higher attaining children are praised when they answer the teacher's question with a complete sentence and in this way their speaking skills are developed further. Catching and counting fishes in the water tray help the children to develop their mathematical language.
89. Children in the reception classes learn to count and recognise numbers to 10 as they count together. The children are beginning to count backwards from 10. The teachers use a glove puppet *Ellie the elephant* to engage the children and help them learn in an enjoyable and interesting way. The good use of a puppet ensures the children have to work hard to make sure she gets her answers correct.
90. Good practical teaching allows the children to have many opportunities to practise their skills and consolidate their understanding. Children sing counting rhymes which help them to learn the ordering of numbers and understand the concept of subtraction as one is taken away. The children have many chances to work in small groups in their numeracy lessons so that they get high levels of adult help. The children's counting and sorting skills are better developed than their number recording skills. Teachers plan their lessons well so that children's learning is built securely lesson after lesson.

Knowledge and understanding of the world

91. In knowledge and understanding of the world, most children are not likely to attain the standards expected for this area of learning by the time they complete the reception year. The teachers provide a wealth of interesting and challenging activities to extend the children's vocabulary and understanding of the world around them. Good teaching ensures that the children make consistently good progress.
92. The teacher and nursery nurses in the nursery have planned a varied programme for the children around the theme of fish. The children made fishing rods and through role-play caught fish in the outdoor area. They have counted fish, looked after their pet goldfishes and made fish books. One child busily took a hoop to make a pond for her fishing expedition. In the reception classes the children are looking at the people who help them both in school and the wider community. The local police officer has been to school to see the children and has brought uniforms and equipment for them to use in their role-play areas. Some of the children have been working with a group of cars and they recognise that they have to be either pushed or pulled to make them move. Sending the cars down a wooden slope caused great excitement.

93. A strength of the teaching is the way the reception and nursery teachers plan the curriculum so that the children's learning is carefully structured and builds effectively from the children's starting points. Well planned activities bring together learning in geography, history, ICT and science. In the reception classes, the teachers guide the children's learning of pushes and pulls by building up a bank of words which show the use of a push or a pull. In this way the children use the specific vocabulary associated with the subject of forces.

Physical development

94. In physical development, although the children achieve well, most are unlikely to attain the standards expected of them by the time they reach the end of the reception year. Good teaching in this area enables the children to make good progress.
95. The children are helped to make good progress in this area of learning because the teachers employ many strategies to help them to improve. Good use is made of the outside area and the school hall to provide opportunities for vigorous exercise and to help children move with increased control, co-ordination and confidence. Skilled teaching also means that the children are taught how to control pencils, pens and paint brushes as they work. For example, the children are shown how to hold their pencils correctly so that they develop a firm writing grip. They were encouraged to paint their pictures of policemen carefully and as a result the paintings they achieved were of a particularly high standard.
96. Children in the nursery particularly enjoy using the new balancing equipment. Children in the reception classes know that physical exercise helps them to become fit and healthy. They learn to co-operate with each other when putting out the mats for their lessons.
97. The children work happily together in their outdoor activities and physical education lessons. They have great fun. All the staff encourage the children to improve their skills and good demonstrations show the children how they can improve.

Creative development

98. Though children achieve well in their creative development most will not attain the expected standard by the time they complete the reception year. They make good progress because they are taught well and have many opportunities to learn new techniques and use different materials.
99. The children in the nursery use paint expressively in their work. They make fish pictures using stripes, drips of paint and collage with good attention paid to the detail of their work. In the reception classes the children use a range of techniques to express their ideas and feelings. The teachers help the children to use rollers and string laden with paint between a fold of paper to create push and pull pictures. In this way the language of forces is applied to their art and design work. As a result, the children further develop their language skills.
100. The teachers are good at extending the children's language skills in all areas of their work. The children were particularly enthralled as they watched the pictures emerge from the folded papers, *wow* they said in amazement. Again co-operative and collaborative work features highly especially in the role play areas where the children are encouraged to share resources and work together well. This helps to promote the

children's social and moral development through their play and work. The children work with care and enthusiasm and so their work progresses well.

ENGLISH

101. Standards in English in Year 2 are below those expected nationally, and well below for pupils in Year 6. Since the school opened, standards have been steadily improving, but in the current Year 6 standards will not be as high as in 2002. This is because there is a high proportion of pupils with special educational needs. Furthermore, the number of pupils who have either started or left in the last two years is very high; all this has a detrimental effect on standards because many of them have a low level of attainment for their ages. There was no significant difference in the performance of boys and girls during the inspection.
102. Pupils start Year 1 with below average skills in English, but well below average speaking skills. They make good progress and achieve standards that are broadly average in reading by the end of Year 2. This is because teachers concentrate on developing basic skills such as knowledge of letters and their sounds. Though standards in writing are improving they remain below average but pupils achieve well considering their low starting point. However, a significant weakness in teaching in Years 3 to 6 is the lack of opportunities for pupils to apply the skills taught in literacy lessons to other subjects. For example, reflective writing in religious education, using bullet point lists, adding captions to art work or routinely using reference books. This reduces opportunities for pupils to consolidate learning and together with pupils' below average speaking skills, results in pupils making broadly satisfactory progress overall.
103. Standards of attainment in speaking are below those expected nationally. When they start in Year 1, many pupils have a restricted vocabulary, often requiring help to understand new words, and to follow instructions. By the time they reach Year 6, few are eloquent speakers. While all teachers spend time helping pupils to comprehend books and information, there is no whole-school approach to developing speaking skills. In a good science lesson in Year 2 on *Materials*, the teacher's challenging questions required pupils to give detailed answers; for example, *What will happen when I twist this dry sponge?* However, most teachers do not routinely use strategies to specifically develop pupils' vocabulary, for instance, through carefully organised role-play, use of puppets or opportunities to talk in pairs and groups. As a result, many pupils have difficulty expressing opinions. This affects the scope and interest of their written work because many pupils use a limited range of words and phrases. This is a key reason why very few pupils in Year 6 achieve the higher levels in national tests. Pupils' listening skills are good because most teachers manage pupils well and have high expectations that pupils will listen attentively in lessons.
104. Standards in writing are below national expectations at Year 2. They are well below by the end of Year 6 because of the high number of pupils with special educational needs. However, they are comparable with schools serving pupils with backgrounds similar to those at Knowleswood. Following analysis of results in national tests, the school focused on writing last year. All teachers worked together to assess the quality of pupils' writing, evaluating the strengths and weaknesses and setting challenging targets for improvement. This is successful; standards are rising. Teachers now encourage pupils to use a more interesting choice of words to enrich their work. For example, in a Year 1 lesson, pupils described a character as *nasty* and *angry*, whilst a high attaining pupil in Year 2, describing winter, wrote *It is cold and frosty. Icicles are transparent.*

105. Over time, teachers encourage pupils to extend sentences using conjunctions, so that a pupil in Year 3 wrote, *The Queen is beautiful but she is jealous of Snow White*. Teachers ensure that older pupils now write in a range of genres such as play scripts, biography and letter writing, developing appropriate writing style. This is successful, and pupils are developing confidence in adapting to different writing styles. However, new initiatives take time to become embedded and, because many pupils have less well developed speaking skills, much of their writing mirrors this. Overall, most lack imaginative choice of sentence starters and lively, thoughtful choice of words, reducing the impact of the writing. Some teachers are beginning to challenge pupils to plan a story outline prior to writing, but others do not insist that pupils have a clear structure to their work. However, pupils' writing is improving and most pupils make satisfactory progress overall.
106. In Years 1 and 2, standards in reading are broadly in line with national expectations and well above those of similar schools. Pupils make good progress, and become confident readers because teachers assess their individual needs and provide a range of interesting books, closely aligned to ability and interest levels. Reading is taught well by a variety of methods, including a focus on the sounding out of parts of words within words; for example, *nd* in *land*, and then *ou* in *sound*. There are regular reading sessions, and pupils read frequently to adults in school. Good systems for reading at home enable parents to give additional support. Older pupils continue to make good progress because they have developed strategies to read unfamiliar words such as *camouflage* or *pouncing*.
107. By Year 6, most develop sound dictionary skills, and use contents and index to locate information. Overall, teachers provide too few opportunities to use information books and develop library skills, reducing opportunities for pupils to learn new vocabulary and undertake personal study. This is partly due to the limited range of non-fiction books in classrooms and because the school library is not yet ready for use. When reading, high attaining pupils show good comprehension of the story line, and look for deeper meanings in the text. Other pupils are often less successful because they do not always understand the author's choice of vocabulary or phrase, and this limits their comprehension. For example, a pupil in Year 6 lacked understanding of pincers when reading about spiders.
108. The school has developed many good ways to improve pupils' reading standards. Pupils who have difficulty in learning to read have regular, additional support designed to help them catch up. They learn very well in these groups which are very well led by knowledgeable, well-trained and experienced classroom assistants. The very good teaching provided by the *Better Reading* project enables targeted pupils of average ability to receive an enhanced level of support for a short burst of time. These pupils develop confidence and interest through reading regularly at home and school, moving rapidly onto the next level, and achieving well.
109. There is no whole-school approach to the teaching of handwriting and pupils' standards of presentation are unsatisfactory in some classes. This lack of guidance results in differing approaches between year groups so that pupils lack consistency in their learning. By Year 6, standards of presentation are poor and a significant majority of pupils fail to develop a legible, fluid handwriting script. Teachers' expectations are not high enough overall. In a Year 3 lesson, the teacher's handwriting was a good role model for pupils and conveyed her high expectations for good standards of presentation.

110. There is no whole-school strategy for the teaching of spelling. While most teachers ensure that pupils have weekly spelling lists and tests, a significant minority of teachers do not challenge pupils to spell these words correctly when writing. Hence, incorrect spelling reduces the quality of many pupils' work in Years 5 and 6.
111. Teaching is good in Year 1, and is satisfactory overall throughout the school. While over half the teaching was good or better during the inspection, the quality of pupils' written work over time was less satisfactory. The National Literacy Strategy has been implemented satisfactorily. The teachers understand the structures in detail and it is used throughout the school. Good teaching for pupils in Year 6 in the higher set enables them to learn at a rigorous pace, making good progress. Pupils enjoy literacy work because teachers plan lessons that are relevant to pupils' ages and interests. For example, pupils in Year 5 and 6 visited Yorkshire County Cricket Club prior to writing thank you letters and reports of their visit. Teachers know their pupils well, encouraging passive pupils to participate, or handling the shy pupil sensitively. Teachers give clear explanations, sharing the purpose of the lessons, so that pupils know what to do. Most teachers manage pupils well, so that pupils listen carefully and work hard. A small number of pupils behaved inappropriately in a Year 6 class, and this spoiled the atmosphere for other class members. Most teachers plan work which closely matches the needs of pupils of differing abilities, enabling them to complete the tasks and make good progress in lessons. Teachers' marking is mostly thorough and often gives pointers on how to improve. In some instances it is less helpful; for example, the comment *presentation* on a Year 2 pupil's work.
112. A significant strength of teaching is the good use of additional support. Classroom assistants play an important role in helping individual pupils to take part in lessons, and also support pupils well as they read and write. Pupils with special educational needs make satisfactory progress in most classes because of the targeted help they receive.
113. There are some isolated examples of ICT being used soundly in English lessons. For example, pupils in Year 1 added text to pictures and in Year 3 they chose different fonts to add impact to their writing. However, the lack of reliable equipment severely limits the progress pupils make.
114. The leadership and management of the subject are satisfactory overall. In the short period of time the school has been in existence good strategies have been developed for reading. Writing remains a priority and whole-school procedures for speaking and listening, handwriting, spelling and provision for homework have yet to be developed. This results in inconsistency of provision between classes and year groups in these areas. The co-ordinator has worked hard to ensure the procurement and organisation of resources, and there is a good sense of order and ease of access to provision. Senior managers are now collating test results and analysing the information to identify weaknesses and plan future work. This information is also beginning to be used to track pupils' progress and to set targets in Years 2 and 6, but is not used for target setting in other year groups. A significant weakness is the lack of consistent monitoring of teaching and learning in classrooms to find out what works well and what needs improving in order to raise standards.

MATHEMATICS

115. In the 2002 National Curriculum tests, pupils attained standards, which were well below the national average, although in line with those found in similar schools. This represents a good improvement on the previous year and as a result the school exceeded the target set in the subject. Pupils with special educational needs are given appropriate help to enable them to make satisfactory progress.
116. Inspection evidence shows that standards are well below those found in most schools in Year 6. There are no significant differences between boys and girls. The current Year 6 age group has almost half its number on the special educational needs register and this factor, coupled with the high level of pupils entering and leaving the school, has adversely effected the overall standard. Pupils enter Year 1 with levels of attainment below those expected. Though they make good progress, standards by the end of Year 2 are below those normally found. In most classes the teachers' personal enthusiasm for the subject, as well as their expectations of pupils' work and behaviour, harness the pupils' energies so that they make at least satisfactory progress. Pupils in Years 3,4 and 6 are taught in classes linked to pupils' prior attainment and this pattern of organisation is proving to be successful in ensuring that pupils of all attainment levels make the progress they should.
117. Evidence from pupils' work demonstrates a good emphasis in most classes on pupils carrying out written calculations that builds on their developing knowledge about the four rules of number. However, this is not so in Year 6 where very little written recording is accomplished for pupils of average and above average attainment. This is particularly disappointing because a discussion held with a group of pupils during the inspection showed that they had a satisfactory knowledge of how to solve number problems but took too long to come up with the correct answers. In most classes, pupils undertake an appropriate variety of work on space, shape and measures and tackle a range of problems during the year. An adequate number of classroom assistants provide teachers with good support and make a valuable contribution to the pupils' progress. The school is beginning to implement strategies to provide greater challenge for its higher attaining pupils. However, these are not yet working properly throughout the school.
118. In Years 1 and 2 many pupils find the work quite difficult in all areas of mathematics. In spite of the efforts of the teachers, who have tried a whole variety of strategies to interest and encourage the pupils, they are still behind the standard one would expect to find at this age. All teachers attempt to improve the pupils' understanding of mathematical language and their mental agility. They make good use of small white boards for pupils to show their answers to mental calculations, enabling every pupil to be constantly involved in the lesson. During the inspection, pupils in Year 1 recalled accurately pairs of numbers that total 10. The teacher made good use of questioning to maintain pupils' interest. In Year 2, pupils attempted to estimate the number of counting blocks in a pile before actually counting them to check their results. In another Year 2 class, pupils made good gains in their knowledge in halving, doubling and sequencing numbers.
119. Many pupils in Years 3 to 6 have difficulty with problem solving and the mental recall of basic number facts. For example, many pupils still needed to use their fingers to help them solve simple number calculations. They cannot work out answers quickly. Pupils in Year 5 had difficulty in remembering basic facts about angles despite having plenty of practice to consolidate their knowledge. During the week of the inspection a lower attaining group of pupils in Year 4 improved their knowledge of tallying and how to count

up groups of five quickly as a result of the good teaching they received. Lower attaining pupils in Year 6, despite having well below average number skills, were able to solve simple money problems involving buying clothes but had great difficulty in carrying out more complex calculations. In an upper set Year 6 lesson, pupils learned soundly the names of different types of angles. There is evidence of numeracy being used satisfactorily in other subjects, for example, in science to produce graphs but this is an area for development.

120. The overall quality of teaching of mathematics is satisfactory. Most pupils enjoy lessons and have a good attitude to their work. They behave well, listen attentively and show interest in the tasks they are given. However, evidence from a scrutiny of pupils' books shows that in some classes work is often untidy and sometimes unfinished. The quality and quantity of work for pupils in Year 6 of at least average attainment are below that found in other classes. In all year groups, pupils are managed effectively and teachers make good use of praise and encouragement, which helps to create a purposeful atmosphere for learning.
121. Throughout the school, teachers use their knowledge of the National Numeracy Strategy and their pupils soundly to plan interesting and relevant activities. Lessons have clear learning intentions, which are explained to pupils so that they know what they have to do. Sometimes the language used to explain learning objectives is too difficult for pupils to understand. Teachers work closely as a team with the classroom assistants who are deployed well and make a considerable contribution to successful learning, especially for pupils with special educational needs.
122. Since the opening of the school, mathematics has been a special focus in the school's development plan. The co-ordinator has had some opportunities to observe the quality of teaching and learning in other classes. The acting co-ordinator is keen and enthusiastic and recognises the importance of undertaking more classroom monitoring. The local education authority has been involved in the improvement of teaching in the subject. Resources of satisfactory quality are well stored and easily accessible. The use of ICT is unsatisfactory because the equipment is unreliable. Homework is set regularly and most pupils appear keen to attempt it. The co-ordinator has carefully analysed test results but this information is not yet used in any whole-school way to plan future developments. The new school is now well placed to continue the improvements made in mathematics since it opened.

SCIENCE

123. Pupils' attainment in science by the end of Year 2 is below national expectations, and well below by the end of Year 6. Since the school opened, standards have been improving steadily and all pupils, including those with special educational needs, make satisfactory progress. However, in the current Year 6, there is a well above average number of pupils with special educational needs, and the number of pupils who have started or left in the last two years is also very high. These two factors have a detrimental effect on standards.
124. By the age of seven, pupils have satisfactory scientific knowledge and skills. They make sound progress. Pupils in Year 1 can identify parts of the human body and know different sources of light. By the end of Year 2, they understand that squashing, bending, twisting or stretching can change the shape of materials. They record their findings accurately by drawing pictures. Most pupils know that though electricity gives heat, light and enables machines to work, it can be very dangerous. Enquiry skills of observation and description are developed soundly. However, more able pupils'

knowledge and understanding of fair testing are unsatisfactory. Not enough is done to develop this aspect and to provide them with challenging work.

125. When they leave the school at the end of Year 6, pupils have covered a good range of science topics and learned sound scientific skills of enquiry. In Years 3 and 4, the pupils learn that some materials conduct electricity and some do not. They have carried out a fair test to find out which materials would keep ice from melting the longest. Most pupils in Year 5 know that sounds are made when objects vibrate. By the end of Year 6, pupils recognise that some processes of heating and cooling are reversible whilst others are not. They suggest simple ways to separate different substances such as boiling and the more able use terminology such as *evaporation*. Some of the topics they study, for example healthy living, make a good contribution to their moral development. However, many pupils in the current Year 6 class have difficulty recalling important scientific facts and expressing themselves clearly, using correct scientific vocabulary. As a result, standards of attainment are well below those found in most schools.
126. Throughout the school, pupils' recording of results is less well developed than it should be. Some teachers make good use of science to improve pupils' writing skills when recording the outcomes of investigations, but in general, improvements in writing skills are not sufficiently planned for. The pupils' work indicates satisfactory development of mathematical skills. For example, pupils in a Year 3 and 4 class drew graphs to show which material kept their teacher's coffee hot the longest. Insufficient use is being made of ICT in science to communicate data or to research for information.
127. During the week of the inspection, the quality of teaching was satisfactory overall in Years 1 and 2 and good in Years 3 to 6. However, taking an analysis of pupils' work into consideration, teaching is judged to be satisfactory overall. Teachers plan their lessons carefully but the needs of pupils who find science difficult are better met in some classes than those who have good levels of knowledge and understanding. When teachers ensure that work is well matched to pupils' prior attainment, the quality of learning is good. In a successful Year 5 lesson, the pupils responded particularly well to the good balance between instruction, practical work, observation and discussion. As a result, pupils made good progress in learning about sounds. In a good lesson in Year 6, every opportunity to develop pupils' speaking and writing skills was seized upon. For example, the teacher asked questions such as *What effect have the eggs had on the mixture?* She gave pupils envelopes containing key words so that they could write up their own account of the investigation. Some of the children have behaviour difficulties but she kept calm and enforced the school's agreed procedures. In most classes the quality of teaching has a very positive impact on pupils' attitudes and enjoyment in the subject. As a result, pupils are generally well motivated, show interest and are keen to answer questions. A common strength is the very good relationship between adults and pupils. Classroom assistants are well briefed so that they are able to support individuals and groups well.
128. The management of the subject is satisfactory overall but the co-ordinator does not monitor the quality of teaching and learning in order to find out what is being taught successfully and what needs improving. The school has introduced some good ways of finding out what pupils know, can do and understand in science. However, it does not yet make sufficient use of the information to improve standards and to target individuals and groups. Resources are satisfactory.

ART AND DESIGN

129. Pupils' standards in art and design are average at the end of Years 2 and 6. The practical nature of art and design means that the pupils are not reliant on their writing skills to succeed and they achieve well. Teaching and learning are good overall. The subject makes a significant contribution to other subjects being studied. For example, the older pupils have looked carefully at ancient Greek artefacts and studied the patterns on them. A strength in the teaching of art and design is in the way the teachers have looked at national recommended planning suggestions and tailored them to the school's needs.
130. Teaching and learning are good overall because the teachers take time to develop the pupils' skills and understanding. For example, the pupils in Year 2 experimented with different collage materials. They observed the materials closely and describe their different textures. The lesson had a good link to the pupils' literacy work as they had a bank of words to use to describe the materials. The pupils were interested in their task and had been given a wide range of materials to use. The texture board that they had to fill in was beautifully presented. As a result, the pupils were keen and eager to complete their task and learnt well. The teachers' planning of lessons is satisfactory. Occasionally planning is brief and does not explain in detail what the pupils are to learn and the activities they are to complete.
131. The teachers ensure that the pupils have many opportunities to work with a wide range of media and use a variety of stimuli. For example, the pupils in Years 1 made mood masks where they created faces with a wide range of expressions from papier-mâché. In Years 3 and 4, they have created monster pictures using paint and collage materials. In Year 6, the pupils have studied people in motion and to aid them they have studied at a number of artists work, where movement is shown. For example, they have looked at the works of Joseph Koch, Picasso and Chagall. The pupils have also made jointed figures so that they can position arms and legs to clearly observe how the body looks as it moves. As a result, their work shows a good sense of action and activity.
132. The pupils in Year 5 are at present busy looking at patterns they have found on ancient Greek pots. At first these patterns look simple and straightforward, however, the pupils soon found that this was not so. After careful experimentation and practice the pupils found them easier to reproduce. Careful teaching and an understanding that to experiment and to use skills of close observation were very important meant that the pupils worked hard and made good progress. The very good relationships in this class and the pupils' excellent behaviour and very good application to work enabled the pupils to achieve particularly well.
133. Teachers provide pupils with some opportunities to use ICT in art and design lessons. For example, pupils in Year 2 have been using a program to create their own Mondrian pictures. In Year 4 the pupils have created *Monster* storyboards into which they have incorporated photographic images of themselves.
134. The co-ordinator has made a good start to the co-ordination of the subject. She has identified areas for development and staff training but has not yet monitored teaching and learning in the subject to find out what needs to be done to improve standards. She is beginning to bring together a portfolio of art and design work but there are at present no assessment procedures in place.

DESIGN AND TECHNOLOGY

135. Though standards of attainment are average at the end of Years 2 and 6, pupils achieve well and make good progress throughout the school.
136. The teachers plan their lessons using nationally recommended plans. This gives a clear framework for planning within the school, which develops and extends the pupils'

skills. In Years 1 and 2, the pupils make moving pictures, glove puppets and vehicles. Pupils in Year 2 are particularly looking forwards to constructing the vehicles they are in the process of planning and designing. The pupils have the chance to work with a range of materials as they design, make and evaluate their models. The pupils are keen and enthusiastic and prepared to work hard. As a result of their careful use of tools and materials, the end products are well constructed.

137. In a good lesson in Year 1, the pupils learnt different techniques to make moving pictures. The teacher had organised the lesson well so that with the aid of working models the pupils could see the end product. Good attention to safety procedures and careful on-going evaluations of their work enabled the pupils to make good gains in their learning. They recognised that they needed to construct their moving picture carefully, to consider wisely where to put the split pins and how long the sliders slots needed to be to gain maximum movement for their picture. As a result of their careful work the pupils achieved some good quality moving pictures which they were justly proud of.
138. The designing and making process is further developed for the older pupils who look carefully at different articles and consider how they are made and what makes them effective. For example, pupils in Year 3 and 4 looked at lanterns and considered what made them work well which materials provided the best light. They used this knowledge well to select the most suitable materials when making their own lanterns. After constructing an electrical light source out of bulbs, wires and batteries they evaluated how good they were.
139. In Years 5 and 6 the pupils extend and develop their ideas still further as they plan and make a range of musical instruments, bridges and shelters. However, there was little evidence of pupils using ICT to develop and communicate their design ideas.
140. The subject co-ordinators are newly in place. They are enthusiastic and have good ideas for the further development of the subject throughout the school. They have put in place a good action plan. There are at present no systems in place to keep a check on pupils' learning in design and technology. The co-ordinators have not yet monitored the quality of teaching and learning in the subject to find out strengths and weaknesses. Resources are satisfactory.

GEOGRAPHY

141. It is not possible to make an overall judgement about standards in geography at Year 6 because not enough evidence was available. Standards in Year 2 are broadly in line with those found in most schools and pupils, including those with special educational needs, make satisfactory progress.
142. Pupils in Year 1 make sound progress overall in their knowledge and understanding of geography because teachers provide relevant activities. For example, pupils draw the features they pass when coming to school and develop an awareness of seasons and weather patterns. Teachers in Year 2 successfully use the exciting journeys of *Barnaby Bear* to develop pupils' awareness of England and other countries. By following his travels on a globe or atlas, pupils learn about different forms of transport and begin to contrast the climate, buildings and lifestyles found in a variety of places. For example, they know that Egypt is a hot, sandy place due to limited rainfall.
143. In Years 3 to 6, pupils are given sound opportunities to develop geographical skills. Teachers plan a satisfactory range of visits which enrich and expand pupils' knowledge. For example, a day visit to the seaside enables pupils to make first-hand

observations of geographical features and to identify similarities and differences. Because teachers use relevant starting points, pupils develop knowledge and understanding from a firm base. For example, prior to beginning work on a village in India, pupils in Year 3 and 4 identified their district, town, county and country. Over time, pupils learn to use maps and keys and locate information in atlases. Teachers address environmental issues enabling pupils to recognise the effects of over population, pollution and land use.

144. Due to insufficient work in books and on display, no overall judgements can be made about the attainment and progress of pupils in Year 6. In discussion, pupils named a range of geographical features such as *mountain* and *sea*, and had a satisfactory understanding of the water cycle. Their knowledge and understanding of other countries is limited and is a significant weakness in their learning.
145. The quality of teaching is satisfactory overall. Most teachers manage pupils well and there are few behaviour problems. They spend time explaining new words and sometimes ask challenging questions. However, opportunities are missed to develop pupils' speaking skills, for example, through group discussions, drama and pupils' presentations. In a good Year 3 /4 lesson, pupils had to work in pairs to plan a route from England to India. This was successful because pupils learnt to share resources and listen to the views of others. Teachers provide interesting activities so that pupils are attentive and keen to begin their work. The amount of time given to the teaching of geography differs from year to year, and also between classes in the same year group. Some lessons are too short. A further weakness is that teachers place insufficient emphasis on written work, providing too few opportunities to develop pupils' writing skills. For example, in a Year 6 lesson of about 35 minutes duration, there was insufficient time for pupils to consolidate their understanding through written work. In a Year 3-4 class, the pupils made good use of digital cameras to take passport photographs and then processed them electronically. However, scrutiny of pupils' work indicates that teachers provide insufficient opportunities for pupils to use ICT in order to develop research skills through use of CD ROM or the Internet.
146. The co-ordinator is new to this post and has yet to develop a leadership role. There are no whole-school systems to check and record pupils' progress. Resources to support the teaching of geography are unsatisfactory. There are no maps or plans of the local area, many atlases are out of date, and there are no large maps of Great Britain and the world for use by teachers of younger pupils.

HISTORY

147. Standards in history are similar to those found in other schools by the end of Year 2 but below by the end of Year 6. This is partially explained by the high number of pupils with special needs in this age group and the fact that many newcomers to the school do not have sufficient previous background knowledge. The overall quality of teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6.
148. Good teaching in Year 1 resulted in pupils identifying exterior features of houses, enabling them to answer the question *What were houses like long ago?* The teacher built aptly on pupils' previous knowledge about old and new, gained by sorting toys to find out *How are our toys different from those of the past?* Teachers manage pupils very well and relationships within the classes are very good. Although examination of pupils' workbooks shows that the quantity of recorded work is less than that found in other schools, conversations with pupils in Year 2 confirm that they have satisfactory knowledge of what they have been taught. They know some facts about the First

World War, such as when it began and ended, and that some battles took place in Flanders. Most understand the significance of the poppy and why Remembrance Sunday is so called. This represents good achievement when pupils' prior knowledge is taken into account.

149. The observed lesson in Year 5 was good. Effective use was made of role-play to introduce pupils to the mythology and lifestyles of the Ancient Greeks. Pupils were expected to use imagination and initiative as well as having the opportunity to express themselves in word and action. Pupils behaved well throughout the lesson and were keen to learn. Because of good intervention by the teacher, they learned about Zeus, Apollo and Demeter and by the end of the lesson they had some understanding of the importance of worship in Greek society.
150. Examination of pupils' workbooks in Years 3 to 6 shows variations in standards and achievement, which are directly related to the expectations of teachers. Overall, pupils achieve soundly. Good examples of high achievements are letters written in the style of evacuees by some younger pupils, including those with special educational needs. These were well written, some were quite long and all were neatly presented. They reveal a sound knowledge about host families, billeting officers, rationing and the need for gas masks. One pupil captured the emotions of the children involved, when writing, *My case was very heavy but I dared not put it down*. Older pupils use secondary sources to access information about the Victorians so that they have a rudimentary knowledge about the lives of poor families. They know about important people of the period, such as Queen Victoria and Lord Shaftesbury. However, their work is frequently poorly presented and sometimes it is incomplete. The acceptance of one-word answers means that high attainers in particular, are not always sufficiently challenged to extend their writing and thinking. Work for pupils with special educational needs is usually pitched at the right level for them to make sufficient progress.
151. In all age groups, visits and visitors help to bring history alive and make the subject more interesting and relevant. Times lines are used widely to promote a sense of chronology and involves pupils in applying some of their numeracy skills. Pupils in Year 6 have accessed information about the Ancient Egyptians using ICT resources. History contributes positively to pupils' social and cultural education.
152. Resources are satisfactory because the co-ordinator has conducted an audit and made purchases accordingly. There are no systems in place for monitoring the quality of teaching and learning or assessing pupils' achievements. As a result the co-ordinator does not have a good understanding of the strengths and weaknesses in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

153. Attainment by Year 6 is below that expected nationally and progress in developing ICT skills is unsatisfactory. This is as a direct result of unreliable resources. Teachers plan a range of suitable work and then find that the hardware breaks down, computers are stolen or access to certain programs is denied. Matters were not helped by the sudden resignation of the technician on the first day of the school year, leaving the school with very little expertise in the subject because staff training had not been completed.
154. There is a real sense of frustration among staff and pupils. Evidence from the previous year shows that standards were improving. Staff feel frustrated that this progress has not been sustained, despite their best efforts. Pupils also feel the sense of frustration. One pupil in Year 6, when interviewed, remarked, *We look forward to going down to the*

ICT room but then find that nothing works. The school recognises the problem and is doing all it can, within the confines of its budget, to address the situation. The new subject co-ordinator is knowledgeable and enthusiastic. Training is planned to improve teachers' confidence and competency.

155. Pupils are very keen to use computers and when they do, they make considerable progress in a short time. They co-operate well with each other and are keen to help other pupils who might be having problems.
156. The school's scheme of work incorporates the national recommended guidance ensuring that all strands of the subject are covered. During the inspection very little direct teaching of skills was observed and so it is not possible to make any overall judgement about the quality of teaching. Where direct teaching does happen, pupils make good progress. For example, in Year 5, pupils gained in confidence and used their skills well flicking through a database and highlighting text because of the clear directions the teacher gave them. There is little evidence of pupils using their ICT skills in any sustained way in other subjects.
157. Pupils in Year 2 are beginning to acquire word-processing skills. Most can manipulate a mouse with increasing accuracy. They use the shift key to locate capital and lower case letters and use the icon to print their work. They know that computers can be used for different purposes. As a result, standards are broadly average. Teachers provide opportunities for pupils to create pictures in the style of Mondrian but the lack of colour printers frustrates them in their efforts because pictures are only produced in black and white. In Year 1, the *inclusive writer* program gives pupils additional practice in sentence writing. However, progress is limited because of the pupils' lack of spelling skills.
158. In Years 3 to 5, despite the lack of suitable equipment, teachers do their best to ensure that pupils develop appropriate skills. For example, pupils in Year 5 can accurately use collected data to produce pie graphs to show which items are the most and least popular. However, there is no evidence available to show the range of work that pupils in Year 6 have accomplished.
159. The school has a system in place to ensure that pupils' skills in ICT are recorded but this is currently not up to date. Consequently, teachers do not know if the work they have planned builds sufficiently on pupils' past achievements and the skills they have developed.

MUSIC

160. Standards of attainment are similar to those found in most schools by the end of Year 2 and Year 6. High quality teaching by subject specialists enables pupils of all ages to achieve well and make good progress in the limited time devoted to music lessons.
161. Pupils develop satisfactory singing and performance skills. For example, in Year 1 they learn the term *beat* and several are able to keep a steady pulse when singing simple songs. By Year 2, many have extended this skill and can maintain the beat when listening to music which changes in tempo.
162. In Years 3 and 4 singing of two-part songs, with a drone and ostinato accompaniment, demonstrates that pupils have increasing control of pulse, rhythm and pitch. Good teaching of singing, where attention is paid to *warm up*, diction and posture, results in improved performance by the pupils. Those in Years 5 and 6 listen to music of different

styles such as jazz, rounds and traditional songs, with particular reference to lyrics. As a result, they are able to explore a wide range of sounds in music, to think about their different purposes and to compose their own lyrics. Year 5 music lessons link well with science, when pupils investigate the sounds made by different *families* of musical instruments.

163. The quality of teaching is good overall and there are some very good features. Lessons are carefully planned so as to make best use of the short time available. Pupils enjoy learning because for most of the time they are making music for themselves. They behave well and are enthusiastic learners. The range of music chosen for them to listen to is varied and interesting and teachers take the trouble to ensure that as many as possible get the opportunity to offer a response. For example, in a good lesson pupils in Year 1 were asked, *Which animal is this?* when listening to *The Elephant* by Saint-Saens. One pupil gave the reason for her correct answer as *because the music is loud*. In another good lesson, pupils in Year 3 were delighted to use a range of African drums, so that more could take part in an accompaniment. In a very good lesson, pupils in Year 5 quickly learned an African folk song. This was because the teacher acted as a good role model and sang phrases for the pupils to copy. Care was taken to involve all pupils in the activities of the lesson, including those with special educational needs, and minority groups such as Traveller children.
164. There are good additional opportunities to learn to play a musical instrument. These include the descant recorder, brass instruments and, most recently, African drums. Almost half the Year 5 age group are learning to play keyboard, and the skill and knowledge of these pupils contribute well to the quality of learning in music lessons. Groups of visiting musicians are frequently invited to school. Their performances enrich the learning experiences of pupils of all ages. The subject contributes well to pupils' social and cultural education and their personal development.
165. Currently there are no agreed systems in place for assessing and recording pupils' attainment and for class teachers to follow up lessons given by the specialist teachers in order to take pupils' learning further. The range and quality of musical instruments is satisfactory overall and the availability of electronic keyboards is good.

PHYSICAL EDUCATION

166. During the inspection lessons were seen in dance, gymnastics, games and swimming. As a result of this sound provision in physical education, all pupils, including those with special educational needs, make good progress throughout the school. By the end of Years 2 and 6, standards are similar to those found in most schools. The subject makes a good contribution to the pupils' personal development.
167. Pupils' skills develop well as a result of some good teaching, both from the school's staff and the input of a specialist teacher from the high school. For example, pupils' skills in Year 6 in basketball and playing as part of a team were developed well during a games lesson. In a very good Year 5 dance lesson, the teacher demonstrated secure subject knowledge and very good control of the pupils. Feet and arm movements were developed progressively in this brisk lesson. The teacher included activities that motivated the pupils and provided good opportunities for them to work in pairs and to improve their performance by observing and critically evaluating demonstrations from each other. Pupils in Years 1 and 2 are confident in their movements and show appropriate control and co-ordination. They make good use of space when in the hall. Coaching in swimming is done well. Each lesson is carefully planned to provide different activities for pupils at different stages of attainment so that all can make progress.
168. Teachers include appropriate warm-up and cool-down sessions and help pupils to understand the effect of exercise on their bodies. They make good use of praise to encourage pupils to try harder. Teachers provide good opportunities for pupils to work co-operatively and this pays off. Pupils show maturity in this aspect, working well in pairs, small and large groups. When given the opportunity, they show sensitivity in evaluating each other's work, welcoming and acting upon suggestions. Pupils always show a concern for the safety of themselves and others. The quality of learning is not as good when the teacher has to spend too much time ensuring that pupils remain attentive. When such interruptions occur, they slow down the pace of the lesson. Learning is better when the teacher chooses individuals to demonstrate and asks the rest of the class to evaluate the performance. When this happens pupils rise to the challenge of trying to emulate and better the achievements of their peers.
169. The subject is well managed by an enthusiastic and capable co-ordinator. Very good links with the receiving high school, which has sports college status, have helped to improve the curriculum, staff expertise and pupils' standards. The co-ordinator has not been given the time to monitor the quality of teaching and learning and no formal assessments are made. Resources and equipment for physical education are satisfactory. The two halls provide good accommodation for indoor activities and the sports field is a suitable location for games lessons.

RELIGIOUS EDUCATION

170. Standards in religious education are in line with the expectations of the locally Agreed Syllabus in Year 2 but below in Year 6. This is because many pupils have not been in the school long enough to have gained sufficient knowledge and to have developed the understanding required by the new locally Agreed Syllabus.
171. No lessons were observed in Years 1 and 2, but examination of pupils' work shows that they know biblical stories about special people such as Moses. They learn about the birth of Jesus through the Christmas story and a Nativity play was part of their seasonal celebrations. Conversations with pupils in Year 2 show that their visit to a mosque has

given them a good insight into the customs and worship of Islam. For example, they know why ritual washing takes place before prayer and that prayer mats face towards Mecca which is a sacred place for Muslims. They understand that the Koran is a holy book and use the term correctly. This represents good achievement and demonstrates the effectiveness of learning through first-hand experiences.

172. The teaching of pupils in Years 3 to 6 is satisfactory overall. Pupils achieve soundly and make satisfactory progress. In a good lesson, a beautifully illustrated version of the biblical creation story held pupils' interest and successfully conveyed a sense of wonder. In all lessons observed, good relationships within the classroom help pupils to learn. Teachers try to include all pupils in the activities and this usually results in enthusiasm for learning and high standards of behaviour. They are at pains to ensure that newcomers to the school and minority groups, such as Traveller children, feel secure. In another good lesson in Year 5, pupils worked in groups to scan texts for information about Christian and Hindu places of worship. They made notes and shared information by talking to the rest of the class. This showed that they had learned and could use technical vocabulary such as *altar*, *lectern*, *font*, *mandir* and *shrine* correctly. Those with special educational needs were enabled to participate fully because they received good support from a classroom assistant and the teacher.
173. In less successful lessons, teachers do not always identify precisely enough what it is they want pupils to learn. They sometimes miss opportunities to develop pupils' writing skills. Examination of pupils' notebooks shows they are not always expected to finish pieces of work. Pupils in Year 6 filling in a worksheet about the Sikh Amrit Ceremony demonstrated satisfactory levels of knowledge, but there was little expectation for them to present work neatly as a matter of course. Consequently many pupils do not take enough pride in the appearance of their work. No evidence was available to show that pupils use ICT in religious education to support their learning.
174. The co-ordinator has begun to examine teachers' planning but she has not yet had the opportunity to influence the work of other teachers by observing colleagues teaching and give feedback to help them improve. There are no systems in place to assess and record pupils' individual progress. Resources are satisfactory overall. They include a good range of artefacts for teaching about Islam, Hinduism and Judaism but some improvement is needed in the materials available for the teaching of Christianity.