

INSPECTION REPORT

VICTORIA PRIMARY SCHOOL

Keighley

LEA area: Bradford

Unique reference number: 107269

Headteacher: Mrs K Lindley

Lead inspector: Mr M Carter

Dates of inspection: 14th - 16th June 2004

Inspection number: 258275

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	195 and 43 part-time in the Nursery
School address:	Victoria Primary School Cartmel Road Keighley
Postcode:	BD21 2RD
Telephone number:	(01535) 210 110
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Ward
Date of previous inspection:	27 th April 2002

CHARACTERISTICS OF THE SCHOOL

The school mainly serves a specific area of Keighley, which is about a mile and a quarter away, and most of its pupils are from a group of families originating from the Mirpur district of Pakistan. Some 95 per cent of the pupils are learning English as an additional language and most speak Punjabi at home. There are very small minority groups of pupils from British White and Bangladeshi backgrounds. Some 44 per cent of the pupils are at the early stages of learning spoken English. The school moved to new premises in September 2003 and these also act as a base for community learning activities. Pupils enter the school at the age of three and leave in the July after Year 6. The number on roll is 195 with a further 43 children enrolled part-time in the Nursery class. Nineteen pupils are identified as having special educational needs, a proportion of which are below average. Two of these pupils have a statement and this is also below average. These needs cover a range from moderate learning to autistic and physical difficulties. While the level of free school meals is broadly average, the socio-economic backgrounds of pupils are a little below average. Attainment on entry to the Nursery

class is well below average, partly because of the low levels of English language and partly because many children lack experience prior to starting school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20714	Mr M Carter	Lead inspector	Mathematics Music French
9511	Mrs A Longfield	Lay inspector	
22927	Mrs Osbourne P	Team inspector	Science Physical education Special educational needs Personal, social and health and citizenship education
23476	Mrs J Roberts	Team inspector	Foundation Stage Information and communication technology Art and design Design and technology Geography History
19874	Mr J Fitzpatrick	Team inspector	English English as an additional language Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is improving quickly and overcoming several difficulties it has had in raising standards. The school's effectiveness is satisfactory and the serious weaknesses identified in the last report have been overcome. Much of the teaching supports the pupils' learning of English and is satisfactory overall with several important strengths. The good leadership of the headteacher and other senior staff has secured significant improvements, and places the school in a good position for further gains. In spite of some weaknesses, governance is satisfactory and the school uses its finances well, providing satisfactory value for money.

The school's main strengths and weaknesses are:

- The school has improved well since the last inspection and this is largely because of the good leadership of the headteacher and other senior staff.
- The standards attained in English and mathematics are below average.
- The pupils behave well, have good attitudes and try hard.
- The children make good progress in the Reception class.
- The new accommodation and the use of projects and external agencies contribute positively to the climate in which all the pupils can learn.
- There is insufficient emphasis placed on learning in subjects other than English, mathematics and science and the links between them.
- The expectations teachers have of pupils of higher capability are too low.
- The governors rely heavily on the headteacher.

Since the last inspection in April 2002, the school has made good improvements and overcome the serious weaknesses that were identified. The results in national tests have risen, although they are still below those of similar schools. The key issues of the last report have been successful and much work completed on the action plan. Some minor issues have yet to be effective, such as the use of assessments in teachers' planning and the celebration of the culture of the pupils' own backgrounds. However, the small amount of unsatisfactory teaching has been eliminated and there is now a strong focus on raising standards of attainment in English, mathematics and science. The school has benefited from a new building and the well-managed support of additional features such as 'extended school' funding.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E*	E*	E	D
mathematics	E*	E	E	E
science	E*	E*	D	B

Key: A – well above average; B – above average; C – average; D – below average; E – well below average; E* – very low. Similar schools are those whose pupils attained similarly at the end of Year 2.

In 2003, there was some improvement from the previously very low results. The current standards of Year 6 pupils are below average but have improved since the results of 2001, which were in the lowest five per cent nationally. Given the very low starting point for pupils on entry to the school and the low level of engagement in education at home, the pupils' now

achieve well. Their skills in English and mathematics are below average by Year 6 but their acquisition of spoken English has improved. Pupils with special educational needs and those for whom English is an additional language achieve well. By the end of Year 2, standards are average in English, science and information and communication technology and below average in mathematics. In other subjects, standards in Year 6 are below average in religious education, music and history but satisfactory in physical education.

QUALITY OF EDUCATION

Teaching is satisfactory overall with a good number of well-taught lessons and a few that are very well taught. No unsatisfactory lessons were seen. Teachers often use a range of relevant opportunities to help pupils improve their English language but more are needed. Occasionally, the expectations they have of more capable pupils are not high enough or the work set does not take account of what the pupils know and can do already. The curriculum is satisfactory and it is enhanced well, for example, through extra-curricular activities. The pupils have good attitudes to the school and their learning and want to succeed, generally making good efforts. They build good relationships and behave well. The school is largely free of bullying and racial harassment. Behaviour is very good in Years 1 and 2. Pupils' spiritual, social and cultural development is satisfactory overall and good for their moral development. The accommodation and resources for learning are good. Care, welfare, health and safety are well provided and the pupils have very good relationships with adults. The partnership with parents and links with the community are good and supported well by a number of projects. The school works hard to involve parents in their children's education.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall and the leadership of the headteacher is good. Financial management is very good. Governance is satisfactory but the governors rely greatly on the headteacher for evaluations of the quality of the school's provision and improvement measures. Whilst fulfilling their statutory responsibilities fully, governors provide too little challenge for the school. They have limited means of understanding the school's main strengths and weaknesses. The school's improvement has been well managed and led, and senior staff work well in providing role models and a team ethos.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views about the school. There are no significant criticisms and they report that their children like coming to school, behave well, are expected to work hard and make good progress. The inspection also found these characteristics. The pupils' views are also largely positive and pupils show a good sense of pride in the new building. They feel that teachers help them to improve well, are fair and always provide help when needed.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in English and mathematics in Year 6.
- Improve pupils' learning and achievement in other subjects and make more use of the links between the subjects at Key Stages 1 and 2.
- Raise the expectations that teachers have for those pupils of higher capability, ensuring that they provide more challenging work for them.

- Improve the work of governors in providing analysis, evaluation and challenge for the school.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Although standards in most subjects are below average at Year 6, they have improved well since the last inspection. Overall, standards in the Foundation Stage and Key Stage 1 are satisfactory but unsatisfactory by Year 6. Achievement is good overall throughout the school.

Main strengths and weaknesses

- There have been encouraging improvements in national test results over the last two years.
- In many subjects, particularly in English, mathematics and science, standards have improved well since the last inspection.
- In comparison to similar schools, the 2003 Year 6 test results were above average in science, below average in English and well below average in mathematics.
- Children make strong progress in the Reception class.
- In spite of the limited help that they receive at home, most pupils make good efforts and good progress in acquiring spoken English.
- Pupils of higher capability could do better.

Commentary

1. The Year 6 national test results for 2003 showed that standards were generally well below average. Only in writing were they average at Year 2. However, these results were, in every case, an improvement on the previous year.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.0 (13.4)	15.7 (15.8)
writing	14.5 (13.3)	14.6 (14.4)
mathematics	15.3 (14.7)	16.3 (16.5)

There were 16 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.5 (22.3)	26.8 (27.0)
mathematics	23.8 (23.7)	26.8 (26.7)
science	28.3 (24.0)	28.6 (28.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

2. The standards of the pupils currently in Years 2 and 6 are better than the results obtained by pupils in the 2003 national tests, which had improved from 2002. Taken together, these gains indicate that standards have improved well since the previous inspection. The Year 2 results have been rising at least in line with the national trend since 2000. There are no Year 6 test results prior to 2001 because the school did not previously have

a Year 6. However, the results in 2003 were a good improvement on those for 2002, particularly in science.

- These trends are confirmed by the inspection's findings and indicate that whilst standards are still below average, they no longer represent a serious weakness. Furthermore, standards by Year 6 have also improved in information and communication technology, history and physical education. However, in music and religious education they have changed little and remain below expectation.

Standards found during the inspection at Year 2 and Year 6 and comparison with the last inspection

Standards in	current Year 2	current Year 6	last Year 6 report
speaking and listening	4	4	6
reading	4	5	6
writing	4	5	7
mathematics	5	5	7
science	4	4	7
information and communication technology	4	4	5
history	5	5	6
music	4	5	5
physical education	4	4	6
religious education	5	5	5

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

- In the Foundation Stage, standards have also improved and, by the end of the Reception class, the majority of pupils now meet the nationally expected Early Learning Goals for each area of learning. This suggests that the school is now more effective than at the time of the previous inspection and that the provision for children to learn English as an additional language supports all their learning well. The school is in a good position for further improvements.
- On entry to the Nursery, attainment is typically well below that expected for the children's age. Most children speak little or no English and have limited experience of the world at large. They learn quickly and make good progress in the Foundation Stage, especially in the Reception class, where the teaching is usually very good. Although parents are supportive of the school, most do not help with their child's learning at home. Achievement is good in the Foundation Stage and, by the end of the Reception Year, most children meet the nationally expected Early Learning Goals.
- In Years 1 and 2, many pupils achieve well and their gains in English language support their learning in other subjects. Teachers are increasingly effective in raising standards of spoken English because of training in teaching oracy. The pupils gain average standards in reading, writing and science, although in mathematics overall standards are below average and few pupils have above average attainment. Pupils with special education needs are well supported and very few Year 2 pupils do not attain the expected levels. In reading and mathematics the school's results are well below the average for similar schools, though overall achievement is satisfactory.

7. In Years 3 to 6, achievement is also good overall. In science, most pupils attain the expected level by Year 6, but in English and mathematics standards are below average with few pupils having high attainment. As a result of the improved provision, the achievement of pupils in acquiring spoken English is good. Pupils with special educational needs also achieve well because of the good support they are offered. However, pupils make good progress over time in light of their standards of attainment on arrival at the school. Nevertheless, results in the 2003 Year 6 national test are below average compared with schools with pupils from similar economic backgrounds because progress has previously been much slower. It appears that the school has turned the corner and now has improving standards. Nevertheless, there are some pupils of higher capability who are not achieving as much as they could and work is often not matched well enough to their needs.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities including their spiritual, moral, social and cultural development are satisfactory overall. Their attendance has improved well and is now satisfactory. Attitudes and behaviour are both good.

Main strengths and weaknesses

- A strong spirit of co-operation and respect among the staff and pupils means that pupils develop mature social skills.
- Pupils behave well.
- Pupils' awareness of other cultures is limited.

Commentary

8. Pupils' attendance is now satisfactory and is above the national average. This is due to the work put in by the school and the educational welfare officer to impress on parents the importance of attendance and punctuality. The *Parental Involvement Officer* also has an important role working with parents to reduce absence and the number of extended holidays.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.0	School data	1.4
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

9. The pupils develop confidence as they move through the school. They feel valued and their self-esteem is raised. They carry out responsibilities well and older pupils are responsible for the school council. A "*Saturday Club*" for Years 5 and 6 pupils has been started in response to a request for a weekend activity. Pupils know the difference between right and wrong and are helped to understand the impact of their behaviour on other people.

10. The behaviour of pupils is good overall. In lessons, pupils' behaviour is good; they listen carefully and settle quickly to independent tasks. Pupils agree that there is seldom any bullying, and if there is, it is quickly sorted out. The majority of the pupils like the school, especially since the move to its new premises.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Black or Black British – Caribbean
No ethnic group recorded

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
6	3	0
216	0	0
8	0	0
1	0	0
4	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

11. Pupils' spiritual, social and moral development is a sound feature. Pupils respond well to the ethos of the school, which ensures that everyone is valued. Their personal development is underpinned by their Muslim faith and their response to the 'Thought for the Week', which is referred to in the assemblies. During the inspection, the emphasis was on 'friendship'. Pupils participate well in Muslim assemblies, which are on each Friday and taken by two Muslim members of staff. Pupils benefit from the school's celebration of Eid and Harvest, when parents are invited to an assembly of sharing. Pupils have visited Bradford cathedral as part of their religious education lessons, which has helped them to develop further their understanding of the beliefs and practices of the major faiths practised in this country. However, there are not enough opportunities to help pupils to live in a multi-cultural society and to understand the differences and similarities between their own culture and that in which they are located.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory with several aspects that are strong, such as provision in the Foundation Stage and the enrichment of the curriculum, but weak for some of the subjects, for which tests are not held.

Teaching and learning

Teaching and learning are satisfactory overall. In a third of the lessons seen, teaching was good and in an eighth it was very good. There is now no unsatisfactory teaching and the pupils' learning is better than at the previous inspection. Assessment is satisfactory.

Main strengths and weaknesses

- Teaching is good overall in the Foundation Stage and in Years 1 and 2.
- Teaching and learning have improved and become more effective since the previous inspection.
- In a minority of lessons, pupils of higher capability are under-challenged.

- Teaching is more effective in helping pupils to acquire English language than at the last inspection.
- Teachers manage pupils' behaviour well and use teaching assistants well.

Commentary

12. Teaching is more effective and the pupils' learning is better than at the previous inspection. Nearly half the lessons are well taught, or better, providing a sound base for further improvements. A good number of lesson observations by senior teachers, together with a programme of professional development, have had a positive impact on the quality of teaching and learning. Furthermore, there have been fewer changes of teachers recently and this has helped continuity.

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	6 (12%)	16 (32%)	28 (56%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. There are several barriers that many pupils have in their learning, including: low attainment on entry; limited understanding of English; low levels of direct support for learning at home; and generally below average non-verbal reasoning ability. Consequently, teachers are providing greater variety in learning tasks and activities to encourage pupils to think more, offering much greater opportunities for language development through oracy lessons, and making many efforts to involve parents more in their children's learning. Such measures are helping to improve the pupils' quality of learning.
14. Teaching of communication, language and literacy is good in the Foundation Stage and this helps the children to gain a good start in learning English. The teaching of physical development and of personal, social and emotional development is also good in the Foundation Stage. Teaching in the other areas of learning is satisfactory and there have been good improvements in the pupils' learning because of the overall good provision.
15. In Years 1 and 2, the teaching of English is good and this helps the pupils to achieve well and gain average standards by the end of Year 2. Teaching in the other subjects, where judgements were possible, is satisfactory. In Years 3 to 6, teaching is satisfactory and improvements in pupils' English language acquisition have increased the pupils' learning and attainment across the curriculum. Staff often provide good examples of how to say things in English and good repetition of key words associated with the planned learning. Throughout the school, teachers rightly put particular emphasis on the teaching of English and oracy, mathematics and science. There is also a strength in the teaching of information and communication technology. However, the remaining subjects of the National Curriculum have had too little attention paid to them and this is now needed in order to promote the links between them and the use of language learning within each.
16. In most lessons, teachers are clear about what they want pupils to learn and helpful objectives are usually shared with the pupils at the beginning of lessons. Targets are also set for the standards to be achieved both by year groups and by individual pupils at the end of each year in English, mathematics and science. These are shared with parents and recorded with annotation in the pupils' target book. Teachers check on pupils'

progress towards these. These systems have effectively raised the importance of levels of learning and pupils' progress. This is especially so for pupils with special educational needs and those with low attainment. These pupils are supported well and often provided with work that is specifically chosen to challenge them at the right level. Consequently, the proportions of pupils not achieving the standards expected for their age has reduced.

17. Assessment records help teachers to list the pupils' attainment up to and including the expected level for Year 6. However, those records for English and mathematics do not go beyond this to help teachers raise the level of challenge, thus lowering teachers' expectations of high attainment in Year 6. In 18 per cent of the lessons seen, pupils of higher capability were not given hard enough work or challenged at the next level. "*Tracking*" records for science have yet to be introduced throughout the school. Marking is still inconsistent. Frequently it consists of ticking and sometimes it includes encouraging comments, but rarely does it help pupils to extend their learning. Nevertheless, the pupils are given a good degree of individual help by teachers and classroom assistants and they feel strongly that they are well supported and understand the system. Teachers use records and their own knowledge of pupils' learning to help plan lessons satisfactorily, although the perceived need to cover the planned curriculum at the expense of concentrating on raising standards sometimes means that there is a degree of under-challenge for higher attainers.

The curriculum

The curriculum is satisfactory overall. The quality and use of accommodation is good.

Main strengths and weaknesses

- The school provides good enrichment for the curriculum both inside and outside the school day.
- Pupils who have special educational needs benefit from good provision and support.
- Accommodation and resources are good.
- There are inconsistencies in the time spent and what has been learnt in subjects other than English, mathematics and science.
- The introduction of oracy lessons is helping to raise pupils' standards and confidence in spoken English.

Commentary

18. The planned curriculum meets all statutory requirements. It has developed well since the last inspection, especially in encouraging the English language acquisition of the pupils, the large majority of whom speak English as an additional language. Subjects other than literacy, numeracy and science have been constrained to some extent by the addition of oracy lessons aimed at increasing pupils' capability and confidence in spoken English. This limits the pupils' opportunities and has led to a lack of breadth of provision in some subjects such as history, geography and religious education. However, the overall time available for teaching and learning is above average and its use is carefully planned to provide non-statutory lessons such as those of personal development, oracy and French. Personal, social, health education and citizenship, together with physical education, are planned for soundly, using the school's own long-term plan, supplemented by a nationally recognised scheme of work. Health, sex and misuse of drugs education programmes are integrated into the curriculum appropriately. However, the pupils' past work in history, geography and religious education indicates patchy learning and a lack of systems to assure that the programmes of study are taught fully.
19. The school provides many good quality opportunities to enrich the pupils' learning in lessons and outside school hours. Funding from the '*Bradford Community Cohesion Budget*' supports many of these activities. The school is linked with another primary school where the majority of pupils speak English as their first language. Shared visits between the schools to Cliffe Castle and a theatre, help the pupils to meet others who will be transferring to secondary education at the same time. These support the good transition arrangements that are in place for transfer to the local high school. Additionally, there are strong links with the secondary staff. For example, the sports co-ordinator from the high school visits on a regular basis giving demonstration lessons and supporting progression and continuity for the pupils as they prepare for transfer. Pupils in Year 6 take part in a residential visit to Antwerp, Belgium and France, which aims to foster links with Europe. There are a variety of activities which take place in school at the weekends and in the school holidays, which include a cycling proficiency scheme and a number of visits. These opportunities extend the learning of the children and promote their acquisition of English language. For example, there were recent Easter holiday visits to a museum about dinosaurs and a museum about coalmining. A '*Parent Involvement Officer*' works hard to promote the value of visits with parents. Year 6 pupils enjoy the opportunity provided in school to learn French during the summer term, which encourages their love of languages and interest in learning. All pupils have access to the whole curriculum and to the plentiful enrichment activities. Provision for physical education inside and outside school has been enhanced by the new building and adjoining playing field.
20. The provision for pupils with special educational needs is good. When children are withdrawn for individual and group-work, this is carefully arranged so that they cover the same areas as their classmates but at their own level of understanding. For example, a Year 3 group were being encouraged by a classroom assistant to recognise compound words such as '*football*'. Incorporating the words into sentences and other activities encouraged the development of spoken language, reading and comprehension skills. Classroom assistants also work alongside children with special educational needs in class. Individual education plans are very well monitored by the co-ordinator and updated regularly by members of staff and classroom assistants.

21. The school is well staffed with sufficient support to enable the teaching and day-to-day life of the school to function smoothly. Teachers share their expertise and skills and work together to monitor the curriculum. The new accommodation provides a very attractive learning environment for the pupils and it is well used by staff. The school has sufficient and appropriate resources to support pupils' learning and teachers generally make good use of them.

Care, guidance and support

The school takes good care of the pupils. They are provided with good support, advice and guidance.

Main strengths and weaknesses

- There are good procedures for child protection and for pupils' well-being, health and safety.
- Pupils new to the school are supported well.
- Procedures for monitoring the pupils' progress are good.
- Pupils' views are taken into account well.

Commentary

22. The school has succeeded in creating a caring atmosphere of trust where pupils can flourish. There is a suitable policy for child-protection and all members of staff are aware of their responsibilities. There are good health and safety procedures. Teachers are conscientious in their supervision of pupils in their class. There are good arrangements for administering first-aid and dealing with accidents or sickness.
23. There is good support for pupils when they first enter the school. There is a carefully structured induction programme for younger children to ensure that they settle into school quickly. The bi-lingual support assistant provides valuable assistance for the younger pupils who arrive at school with little or no English language capability. When the pupils are ready to transfer to secondary education there is equally good support from the 'learning mentors', who also work with them during the school holidays.
24. Pupils' personal development is largely monitored informally through the class teachers' good knowledge of all their pupils and their families. When there are concerns, teaching assistants and the 'learning mentors' contribute to the identification of any individual problems. The recognition and rewards for good achievement, good attendance, and good behaviour help to promote the schools' values effectively.
25. Pupils feel that their opinions are valued. At present members of the school council come from Year 6 only, but the headteacher feels that because of the large extended families, the views of the rest of the school are known. The formation of a '*Saturday Club*' came from pupils' request for something to do at the weekends. There are plans for other year-groups to be represented in the future. Pupils are confident that any adult in the school will listen to them if they have a problem.

Partnership with parents, other schools and the community

The school has established good links with parents, with other schools and colleges and with the local community. There is an effective educational and support programme for parents.

Main strengths and weaknesses

- Strong encouragement for parents to support their children's education.
- Good social and educational support for parents.
- Good links with other schools in the area.
- The school's role at the heart of the local Pakistani community

Commentary

26. Parents are supportive of the school as they value the importance of education. Through the valuable work of the *Parental Involvement Officer*, they are becoming more confident in approaching the school with problems. They feel that the school takes account of their concerns and views. By his example, he is breaking down some of the barriers that exist between the parents' own culture and that of the society in which they live, by telling them that, 'if my children can take part, then so can yours'. Parents are kept well informed of all school affairs through newsletters and subsequent correspondence. The consultation evenings and annual progress reports provide parents with clear information about what their children know, understand and can do. By request, all communications are sent out in English as there is always someone in this close-knit community who can translate for them. The school prospectus is a colourful publication with the emphasis on illustration rather than text. The necessary statutory information is supplied in regularly updated inserts.
27. The move to the new premises allowed the creation of a meeting room, which is used as a base for social and educational activities for parents. Through the work of the *Parental Involvement Officer* single sex courses are organised for parents, currently in computing and English language. It is here that the parent and toddler and pre-school groups meet giving both the children and the parents an opportunity to familiarise themselves with the school before the children start in Nursery. As parents rarely take their children on educational visits in out-of-school time, the school organises a number of visits and visitors into and from the community to enrich the pupils' education.
28. There are strong links with the other primary schools in the area and with the local high school. Pupils are well prepared for their move into Year 7, through the bridging units and support from the learning mentors.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is good and the effectiveness of management overall is good. These have improved and been effective in increasing the school's performance substantially since the last inspection. Governance is satisfactory.

Main strengths and weaknesses

- The headteacher's good leadership has promoted a clear vision of how the school should improve.
- Approaches to financial management are very good in helping the school to effect its strategies for improvement.
- The good management in the school helps to create effective teams and promote good commitment to the school's agreed principles and for the planned improvements.
- The school has improved well since the last inspection because systems enable the checking of the impact of the key issues effectively.
- The co-ordination of several of the non-core subjects is ineffective.
- Governors rely heavily on the headteacher, for example, to check that the school obtains the best value for money.

Commentary

29. The headteacher's good leadership gives a clear view of what the school should do to improve. A well-formed senior management team reflects the school's needs and is effective in exercising and promoting teamwork. Of particular note, is the way in which the quality of teaching has been checked and improved. Teachers now are clearly aware what constitutes effective teaching and learning. As well as a programme of lesson observations by senior teachers, there has been a good degree of further training for staff, both at the school and on courses. Furthermore, the school's policy for performance management is implemented fully and integrates teachers' needs and those of the whole school. The headteacher is the sole *'team leader'* but there are sensible plans for this role to be shared and this indicates further extensions of the school's aim to share leadership and management functions. Induction of new staff and newly qualified teachers has been effective and there is good written guidance provided.
30. The school now identifies clearly where there are weaknesses and responds to them very positively. Because the school found that many pupils have below average skills in seeing patterns, recognising similarities and differences, and in making connections, a number of ways have been introduced to help the pupils to learn. These include exercises to encourage brain activity, drinking water and techniques used to accelerate learning. The implementation of these was patchy during the inspection, but teachers are already used to employing them in lessons. The school has also identified the importance of English language acquisition to raising standards and, using the headteacher's good expertise in this, there are now regular oracy lessons for which staff have been trained.
31. There have been whole-hearted attempts made to overcome the serious weaknesses of the previous report. Much has been accomplished during a time of staffing difficulties and a move to new premises. The headteacher has led a concerted effort in carrying out actions planned to meet the needs of each part of the key issues. These have mostly been very successful. Standards have risen in English, mathematics and science and staff are clearly committed to further rises. The support for and the teaching of pupils learning English as an additional language has improved and the oracy lessons help provide a strong emphasis on and strategies to improve pupils' language acquisition. Attendance has improved and there are many strategies designed to increase parents' support for pupils' learning. Leadership and management have improved substantially. However, one weakness noted in the previous inspection has had too little attention paid to it. The school's celebration of the pupils' own culture is still less than is needed.

32. Whilst curriculum leadership by senior teachers is generally satisfactory, co-ordination of the subjects other than English, mathematics and science is very mixed. For example, there are strengths in the co-ordination of physical education, which is good, while the weaknesses in religious education render it unsatisfactory. Where subjects are well led and managed, there are systems to assure that the full curriculum is taught; the co-ordinator can gain an accurate view of how good standards are and weaknesses are identified with improvements planned. This is the case for English, mathematics, information and communication technology and physical education. However, for religious education and the other humanities subjects, co-ordinators are not even certain about when the subject is taught and have few means of knowing about standards. Furthermore, the evidence of pupils' past work indicates patchy coverage of the programmes of study for these subjects.
33. Several governors are relatively new to the role and the governing body is still developing. There has been some training for governors, although several are unclear how to interpret data from the national test results. Unusually, there is only one committee, which is for performance management. However, there are at least two meetings a term and some governors have particular areas of responsibility, as, for example, the governor for special educational needs. Despite many difficulties, the governors have overseen the school's move to its new building successfully. At the same time, the governors have agreed to a number of initiatives aimed at improving provision and standards. These are largely led by the headteacher and several involve obtaining additional funding for specified objectives, for example, the appointment of learning mentors and the development of extended school projects. In the light of longer-term aims for improvement, governors rely heavily on reports from the headteacher, other staff and occasionally from external agencies. Some governors visit the school and feed back to others but there is no concerted programme by which they can gain independent views of the impact of projects or an interpretation of the reports. Statutory responsibilities are met and governance is satisfactory overall, although their ability to challenge the school is lessened because of their limited knowledge of the school's strengths and weaknesses.
34. Governors have a clear view of the overall funding picture and check the regular financial reports. The headteacher has good expertise in financial management and prioritises issues for improvement, identified in the school development plan. Governors know that any extra funding is used appropriately for its intended purpose. There is no separate bank account for private school funds or donations but financial management and administration is good and helps the school to run smoothly. Whilst class teachers each have a budget to replenish and provide resources, there are no specific budgets for subject co-ordinators and this slightly erodes their ability to make whole-school innovations. Nevertheless, approaches to financial management are very good in helping the school to effect its overall strategies for improvement.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	716,574	Balance from previous year	55,845
Total expenditure	689,870	Balance carried forward to the next	82,549
Expenditure per pupil	3,309		

35. The high 11 per cent of income carried forward has been reserved for payments of some late invoices and projects that may lose external funding, for example, some of the costs of extended schools projects. The cost for each pupil is above average and represents

additional funding gained for projects, costs entailed in setting up the new building and funding for pupils of minority ethnic backgrounds with English as an additional language. It also includes some funding that would normally flow through a private school fund. In view of these issues and the barriers to the school's performance, these costs represent satisfactory value for money. The school's efficiency has improved well since the last inspection.

EARLY EXCELLENCE CENTRE

No observations were made of the provision of pre-school groups that are run within the building as part of a local "Sure Start" initiative because they do not come under the auspices of the school and currently operation is erratic. This is because the main function is to provide a crèche for parents attending courses at the site, such as those to provide English language tuition and computing skills. Judgements are not possible. However, conversations were held with three "Sure Start" staff and the headteacher. These confirmed that funding and management are entirely separate from the school's provision. Staff have very good relationships with the headteacher and the school. As community facilities are growing, so too is the provision for young children. The school's provision for the Foundation Stage is evaluated in other sections of this report.

COMMUNITY PROVISION

Provision made for the community is good and currently growing.

Main strengths and weaknesses

- Good links benefit both the school and the community.
- The '*Parental Involvement Officer*' is encouraging more parents to be involved with school activities and to support their children at home.
- The cultural, economic and linguistic barriers to such involvement are being eroded.
- The school works well with other agencies in multi-disciplinary initiatives to support the community.

Commentary

36. The school is the focus of much community activity and has very strong links with a local community centre, which is an important meeting place for parents and the community. The headteacher is part of their management committee. The '*Parent and Toddler*' and '*Pre-school Groups*' meet at the school giving Pakistani mothers an opportunity to meet other women in a safe environment outside the home. The '*Parental Involvement Officer*' plays an important part in encouraging parents to be comfortable about approaching the school with their problems and arranging courses. Currently, there are two computing courses, one during the day for the mothers and another on a Saturday for the fathers. During the summer holidays, the '*Learning Mentors*' organise a summer school and outings for the children, promoting continued learning of English language. There is a youth club, jointly organised by the school and local authority social services, for children who, for various reasons, have difficulty in forming friendships. The school also works closely with the local '*Primary Care Trust*' in working with parents to promote good health and for the school to reach the required standard for the Healthy School award.

PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS OF AN ETHNIC MINORITY BACKGROUND AND THOSE FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE

Provision is good and has improved substantially since the last inspection.

Main strengths and weaknesses

- Standards in English have improved well.
- There are good systems for assessing and recording the pupils' English language acquisition.
- The pupils now achieve well and resources and teaching are more effective.
- Improvement does not extend to subjects other than English, mathematics, science and information and communication technology.

Commentary

37. For the purposes of this report, ethnic minority pupils and those for whom English is an additional language can be treated as one and the same. Some 95 per cent of the pupils in the school are from minority ethnic backgrounds and all but a very small number of them speak a language other than English at home. The great majority of pupils are of Mirpuri Pakistani backgrounds and a very small percentage are of Bangladeshi backgrounds. Almost all of these pupils come to school with little or no English and learn English at school. The school estimates that some 45 per cent of its pupils are at an early stage of learning English. All of the minority ethnic pupils in the school are supported by the ethnic minority achievement grant (EMAG).
38. In the last report, standards for communication, language and literacy in the early years and those for speaking and listening, reading and writing in Years 1-2 were judged to be well below average. In Years 3-6, apart from speaking and listening and reading where standards were well below average, standards in English were low. In mathematics and science, standards were well below average in Years 1-2 and low in Years 3-6 and, in both key stages, the standards in other subjects were for the most part below average or well below average. By contrast, in this inspection, standards in Years 1 and 2 are in line with the national average in English, science and information and communication technology and below average in mathematics and, in both key stages, standards are in line with the average in speaking and listening. In Years 3 to 6, standards are below average in English and mathematics and in line with the average in science and information and communication technology. This represents a major improvement in standards since the last inspection, especially in English. The improvements made in English and mathematics in particular place pupils in a good position to make further improvements in other subjects.
39. The previous inspection identified a number of reasons for the standards found at that time, including the following:
 - The little English spoken at home and the difficulties in learning experienced by pupils for whom English is an additional language.
 - Poor standards of attendance.
 - Insufficient involvement of parents.
 - Limited opportunities for pupils to speak at length.
 - The acquisition of language did not keep pace with the demands of the curriculum.
 - Poor library facilities and resources.

- Insufficient specialist language support in lessons.
 - Assessment insufficiently developed to meet pupils' learning needs.
40. The school undertook a range of initiatives after the last inspection aimed at improving these issues and raising pupils' standards of attainment. A major initiative was the introduction of an '*Oracy Project*'. Since September 2002, all time-tables have been changed to include a regular oracy lesson lasting half an hour and involving teachers and support staff. All medium and short term planning now has to incorporate a focus on language to ensure that, in addition to subject specific content and the like, there is an emphasis in every lesson on the pupils' language development. There has been a concerted programme of in-service training of staff to help them to develop skills in promoting and developing pupils' English language. The co-ordinator for English and others have attended courses and conferences concerned with the achievement of minority ethnic pupils.
41. In addition, there has been a big improvement in language resources of all kinds, including tape-recorders, video films and, most especially, books. Following the move to the new building in September 2003, the deployment of books throughout the school is orderly and systematic, making it easy for pupils to borrow books and for teachers and assistants to keep records of pupils' reading standards and progress, which they do. The graduated reading scheme is of high quality and extends to Level 4; there are realistic plans for it to be extended further to include Level 5. The library in the new building has also been enriched with a large number of newly acquired titles and the librarian has now completed the electronic cataloguing of all the fiction in the library and is about to start cataloguing the non-fiction; this will make the library much easier to use and will assist pupils in developing library skills of research and investigation. Bi-lingual support for pupils new to English, and especially for younger pupils, has also been improved. There are now good systems for assessing and recording pupils' standards in speaking and listening, reading and writing throughout the school, which enables the English co-ordinator to track the progress of individuals over time.
42. All of these initiatives have played a role in raising the pupils' standards of attainment in English. For the most part, pupils are provided with frequent opportunities in lessons to speak at good length. Most teachers employ a range of good teaching strategies that encourage pupils to talk in pairs, small groups or to take part in whole class discussions. Pupils are frequently brought to the front of the class to tell the others of an experience, to read out their writing or to take part in choral work or a joint reading episode; they are prompted to speak and read with appropriate expression. All teachers are sensitive to the pupils' language needs and take care to explain new terms or vocabulary and to display key terms at the front of the classroom. These measures and the improved resources, have contributed to the rise in pupils' standards in English and have enabled the linguistic resources of the pupils to match more closely the increasing demands of the curriculum as they move through the school. The emphasis on active learning, whereby pupils are actively involved in their learning by being required to talk and take part in activities, which is particularly strong in Reception and Years 1 and 2, is a major reason for the good improvements in language development by younger pupils. In these years, teachers frequently combine learning with fun, so that pupils thoroughly enjoy what they are doing, and this accelerates their learning.
43. In addition to improving resources and methods of teaching and learning, the school has sought to involve parents more fully in its life and work. It has been successful in bids for

additional funding to support parental involvement. It now has a '*Parental Involvement Officer*', who has been successful in improving the attendance of parents at Parents' Evenings and other meetings at the school. An academic study carried out at the school has found that, for cultural reasons, some parents who are indifferent to written invitations to events, respond more positively when the invitation is made in person by someone visiting their home. The school has also put on classes for parents in English and computing. Presentations to parents have been made by staff members on the national strategies for literacy and numeracy in order to help the parents assist their children in these areas. The learning mentors have also visited every family to give them a copy of the timetables appropriate to their children and explain when homework will be sent home and how they can help their children with this. Almost all parent governors are from the ethnic minorities and mothers of children from the ethnic minorities formed the biggest group at the meeting held for parents prior to the inspection. The school's improved links with its parents are a factor in the improved levels of attendance by pupils achieved this year.

44. On the issues identified as contributing to the unsatisfactory standards found at the last inspection, the school has taken purposeful and determined action, with the result that the standards attained by minority ethnic pupils, for most of whom English is an additional language, are now a good deal higher, notably in the core subjects of English, mathematics, science and information and communication technology. Because ethnic minority pupils and those with English as an additional language make up the great majority of the school's population, standards generally have risen. These results have been achieved because of improved funding, improved policies and practices, determined and well-informed leadership and management and the hard work of teachers, teaching assistants and all of the adults who work in the school or on its behalf. If standards in other subjects remain at an unsatisfactory level, this is because the school has not found it possible, in the short time since the previous inspection, to attend to all of the many difficulties it faced at once. In response to the findings of the previous report, the school placed the strongest emphasis on improving standards in the core subjects of English, mathematics and science, and especially on English. The school has now made great gains in the standards in English and the other core subjects. It has shown its appreciation, through the policies and practices it has introduced, of how well English contributes to the standards pupils achieve in other subjects. It is now well placed to widen its emphasis and to begin to show, through its policies and practices, its appreciation of how other subjects can contribute to the development of the pupils' skills in English, mathematics, science and information and communication technology.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good. Children are admitted to the Nursery after their third birthday and enter Reception class in the September before they are five. The majority of children start Nursery with standards well below those expected for their age and most are at an early stage of English language acquisition. Induction to the Nursery is organised well and whether a child attends the morning or afternoon sessions is based largely on parental preference. There is good teamwork between teachers and classroom assistants and all the staff show a strong commitment to raising standards, particularly in children's use of spoken English. The Foundation Stage co-ordinator leads the team well and staff plan and provide an appropriate and relevant curriculum. Children progress steadily in the Nursery and well in Reception. Although varied between areas of learning, achievement is good overall. Teaching in the Nursery is satisfactory and in the Reception it is never less than good. By the end of the Reception Year, most children have achieved the expected Early Learning Goals in all the six areas of learning.

All the staff set very good role models for the children and manage the children's behaviour well. The children learn in whole-class lessons, in small groups and through individually self-chosen activities. Children's progress is carefully checked through regular observations and the steps they take towards achieving the expected Early Learning Goals by the end of Reception are carefully recorded. Some of this information is not used as effectively as it could be in the Nursery because staff do not analyse the information sufficiently to help plan the appropriate next steps. The curriculum is planned well to provide a wide range of interesting activities across the six areas of learning. Staff use 'tracking sheets' to check the children's pace of learning and are beginning to assess and record children's progress in acquiring English language very systematically. There is a good ratio of staff to children, ensuring that needs are met well. Questioning is used well to promote the children's own speaking and listening skills. However, during the child-chosen activities, staff in the Nursery sometimes do not engage the children enough in conversation. The very good facilities in the Nursery are welcoming and resources are used effectively both indoors and outdoors to stimulate the children's interest and involvement in their learning. The Reception class does not share this outdoor space with the Nursery, but uses other areas outdoors that are not as well resourced.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Most children are happy and feel secure and valued.
- There are good opportunities for children to be friendly.
- Occasionally, some younger children wander between activities without an adult intervening.
- More opportunities are needed to encourage children to be independent.

Commentary

45. The children make good progress and achieve well. Most are likely to meet the expected Early Learning Goals by the end of Reception. This is similar to the findings at the last inspection. They are good at sharing and taking turns. A large proportion start Nursery with under-developed English speaking skills because they are at the early stages of learning English as an additional language. The younger children quickly learn the general routines, such as self-registering and choosing a book at carpet time, by watching others who have spent a longer time in the Nursery. Children explain how they can help a new child by playing with her and showing her where toys are kept. Typically they play alongside, but not with, each other. The good teamwork of the staff in the Nursery and very good teamwork in the Reception class give children good role models and show the importance of working together in a calm and orderly way. Children in the Nursery make choices from the range of play activities available. However, on occasions, opportunities to develop initiative and independence are missed because all the children are expected to follow set routines. On other occasions, a few children wander around with insufficient support to help them become actively interested. Children in the Reception class are continually encouraged to feel confident about what they achieve, through the use of praise and encouragement. They are friendly and talk about what they are doing. On most occasions, they concentrate on an activity for a good length of time, particularly when helped by an adult. Overall, teaching is good in this area of learning. The wide range of activities provides opportunities for children to co-operate and be social with each other and with adults.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Staff use opportunities to encourage children's speaking and listening skills well.
- Teaching is usually very good in Reception and satisfactory in the Nursery.
- Careful planning and examples of spoken English strongly promote the children's learning of new words and phrases.

Commentary

46. The majority of children are achieving well and are on course to meet the expected Early Learning Goals by the end of the Reception Year. Standards overall are satisfactory. This is an improvement on the previous inspection when standards were judged as being well below the average. To develop their speaking and listening skills, children are given many opportunities to talk about their experiences, for example, what they did at the weekend and the work they are doing at school. In the Nursery, there is a strong emphasis on questioning and developing the children's vocabulary by introducing new resources for discussion, such as the range of fruit brought in to make a fruit salad. Although not available all the time, bilingual support is helpfully used to increase the children's understanding and acquisition of spoken English. Children in the Reception are encouraged to ask each other questions and so develop a conversation, which builds on information already shared. Children's listening skills in the Nursery and Reception are developing well because staff insist that children listen carefully and copy correct patterns of speech.

47. Books are displayed well and there is a regular time set aside for sharing books as a whole class and in smaller groups. In the Nursery, the children are taught to hold the book the right way and to trace the words with their fingers to show that writing goes from left to right. They talk about the pictures and re-read their favourite stories. In Reception, teachers show the children what good readers do, as seen when children were listening to the story of *"Goldilocks and The Three Bears"*. A group then found alternative versions of the story, which they re-told with confidence and expression. Children in the Reception class are becoming familiar with more technical vocabulary and responded correctly to questions such as *"Show me the blend"*. Children take reading books home regularly and records of their early reading skills are detailed. The Reception teacher is particularly knowledgeable about how children learn to read and this expertise provides very good guidance for staff and children. Nursery children are encouraged to hold their pencils correctly and form letters according to the school style. Although there are opportunities for writing in the role-play areas, too few examples, such as children's name cards or alphabet friezes are displayed to support the children's early ideas of what writing looks like. In the Reception class, the children's writing is developed well. They are beginning to write sentences using full stops, capital letters and making reasonable attempts at unfamiliar words. Children make good progress in this area of learning.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **good**.

Main strengths and weaknesses

- There is a good emphasis given to numbers and learning to count.
- Children learn effectively through a variety of daily experiences in which they use mathematical skills.
- Occasionally, opportunities to include mathematical activities in other areas of learning are not planned for enough.

Commentary

48. Teaching and learning are satisfactory in the Nursery and very good in the Reception class. Overall achievement is good. Children in the Nursery recognise some number digits and identify the numbers 1 to 5 when they sing counting songs, such as *"Five little monkeys bouncing on the bed."* They practise the skill of counting at registration in the Nursery. They gain a good understanding of mathematical language, such as *"heavy and light, big and small"*, when playing in the sand. They can recognise shapes, such as *"square and circle"*, when looking at pictures in a book. There are, however, too few examples of numbers on display in the Nursery for the children to copy and recognise.
49. Reception children continue to extend their knowledge of numbers and are beginning to work with numbers above ten, answering questions of the type *"What is one more than...?"*. They make good estimations of numbers and know that the final number indicates the total number in a set. From discussions with the children and analysis of their work, standards are satisfactory overall. This is an improvement on standards at the last inspection, when they were judged to be well below average. When teaching is very good, teachers use a range of practical activities to support the children's learning, use direct teaching effectively in small groups and ensure that all staff use the correct mathematical vocabulary.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Information and communication technology is used effectively to promote hand-eye co-ordination and to help children develop English language.
- A range of interesting activities is planned to promote learning.
- Resources are not used enough to encourage children to ask questions and investigate.

Commentary

50. Teaching and learning in the Nursery and Reception class are satisfactory. Pupils achieve satisfactorily and Reception children are in line to meet the Early Learning Goals by the end of the year. This has improved since the last inspection when standards in this area of learning were judged to be below average. On entry to the Nursery, many children have limited experience of the wider world and, because of their weak knowledge of spoken English, have difficulty in asking questions and investigating materials. In the Nursery, children recognise similarities and differences between brushes and find different brushes to compare. They can group brushes according to whether they are hard or soft successfully. Other items are compared and vocabulary, such as '*rough and smooth*', is introduced. One of the daily routines is changing the calendar and weather chart. Children can describe different weather conditions and are encouraged to look closely at the colour of the sky and the cloud patterns. Children's work shows that they have used a range of fastenings to join materials. When working on the computer, children in the Nursery and Reception classes have competent keyboard skills and can move text and pictures around the screen by using the mouse. In Reception, children use more complex construction kits to make houses. They know about "*mini-beasts*" and can describe the different stages of the life-cycle of the caterpillar. Knowledge of the senses is developed through activities such as blind-tasting of foods and describing different textures and smells. The least well-developed aspect of this area of learning is the celebration of the children's personal cultural and religious traditions.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- A range of well organised activities is provided, both indoors and outside.
- Learning is supported well by classroom assistants.
- Staff demonstrate good examples of how to move and teach words to describe movements.

Commentary

51. The majority of children are achieving well and are on course to meet the expected levels by the end of the Reception Year. The co-ordination of their physical skills, as they ride and steer bicycles and balance on benches, is good. The Nursery outdoor area is

spacious and well resourced, providing activities to promote all aspects of children's physical development. Children in the Nursery engage in mainly solitary play with little conversation. Teachers and classroom assistants support their learning by giving examples of the language to describe actions and setting challenges, such as "Can you go faster?", "Can you go higher?", "Can you go in a straight line?". Teaching in the Nursery is satisfactory. Children make good progress in the Reception class because the teacher has a very good knowledge of the Early Learning Goals. Children move with control and confidence, they use the apparatus and can put together a short sequence of movements, such as a balance and a roll. Children persevere and try to improve their performance. Teaching is very good because the teacher gives examples of actions at the same time as describing movements. This enables the children to make the link between the vocabulary and the actions. Children have very good training in the handling of the apparatus. They get it out and put it away with little adult support.

CREATIVE DEVELOPMENT

The provision for creative development is **good**.

Main strengths and weaknesses

- Role-play areas provide opportunities to develop imaginative play.
- A wide repertoire of songs and actions rhymes is used.
- Pupils have few opportunities to select and use musical instruments.

Commentary

52. Children make good progress, achieve well and reach sound standards. Teaching is at least satisfactory and most children are in line to meet the Early Learning Goals by the end of the Reception Year. This is an improvement from the last inspection when standards were judged to be well below average. Children in the Nursery sing and move rhythmically to songs and music from their own culture and in their home language. They join in with favourite songs and volunteer to sing simple rhymes by themselves. Role-play areas and puppets provide opportunities for children to engage in imaginative play, though adults do not join in sufficiently to encourage children to use their imagination enough. Some homemade instruments are used to support children's singing but the use of traditional instruments did not feature in any activities during the inspection. Textures and materials are explored through collage work and painting. In the Reception class, the children's imaginative play is developed well as teachers use stories to support role-play, such as when they acted out the story of "*Goldilocks and The Three Bears*". They use different voices and repeat familiar, repetitive phrases from the story. Children talk about what they are painting and improve their work from the discussions. They can mix colours to create shades and explore the effects of paint when it is blown and printed. Children in the Reception class know a wide repertoire of action songs.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- There has been a good improvement in standards since the last inspection.
- In Years 1 and 2, the teaching is good overall.
- Many lessons involve active learning and good engagement by the pupils.
- There are too few opportunities for pupils to learn to talk in other subjects and for Year 5 and 6 pupils to talk at length.
- There is some under-challenge for the pupils of higher capability.
- Re-drafting is not used enough to improve pupils' writing.

Commentary

53. In the 2003 national tests for Year 2 pupils, the results were well below the national average in reading and in line with the national average in writing. Girls performed better than boys overall, which is the picture nationally. The 2003 results were better than those for the previous three years, an upward trend in line with the national trend for pupils of this age.
54. In the 2003 national tests for pupils in Year 6, the results for both boys and girls were well below the national average. In comparison with the results for similar schools, they were below average. The 2003 results were better than those for the previous two years and represented a significant improvement on the previous year. The standards of the current pupils are below average in reading and writing but not as low as at the previous inspection.
55. Although the overwhelming majority of pupils come to school with little or no ability to communicate in English, they make rapid progress in speaking and listening through Years 1 and 2. By the end of Year 2, pupils are attaining standards similar to those of native English speakers of the same age. This represents good achievement. The school's good oracy programme, introduced after the last inspection, permeates the teaching of English in these years. Pupils are provided with many opportunities to speak in pairs, groups and whole-class situations. Teachers ask good questions which encourage individual pupils to answer at length. Teachers are sensitive with hesitant speakers and ensure that all the pupils, including those with special educational needs, are involved in speaking and listening activities. Pupils come to the front of the class to tell the others about an experience or to read out something they have written. In one lesson in Year 2, the pupils came to the front to read the parts of characters in the poem "*Please, Mrs Butler*" and were encouraged to adapt their expression to the tone of the verse. The pupils were lively and confident and eager to give their opinions; they showed a sound mastery of English idioms, such as being "*fed up*" or "*getting on her nerves*".
56. In Years 3 to 6, pupils achieve satisfactorily and reach average standards in speaking and listening. In one Year 6 lesson dedicated to developing the pupils' skills in speaking and listening, the teacher provided the pupils with a set of phrases useful in introducing points in an argument or debate. The pupils responded by using the phrases in their work in pairs and then in a whole-class session, enabling the teacher to list a good number of opinions well supported with reasons. In other lessons involving older pupils, teachers show good subject knowledge and provide good examples of the use of English. However, the pupils have too few opportunities to speak and rarely do so at length; questions often require no more than one word or phrase answers. In lessons, pupils were developing a sound understanding of the subjects under discussion, such as

how an author conveys mood at the beginning of a story, but they were insufficiently involved in talking through their points of view.

57. From Years 1 to 6, the overall quality of teaching is satisfactory. Teachers are sensitive to the need to check pupils' understanding of words and terms encountered in texts or used in discussion and they display key words on the board. Pupils with special educational needs are usually supported well by a teaching assistant who helps them to understand the work and to keep abreast of what is happening in the lesson.
58. Standards of reading are satisfactory in Years 1 and 2 and below average in Years 3 to 6. Some older and more able pupils read accurately and fluently at a good pace but are capable of reading more demanding texts than those available in the reading scheme. Pupils' skills in tackling difficult words are of a high order but the school rightly stresses the need to check pupils' comprehension. In lessons, the pupils showed a sound grasp of the meaning of terms, such as "*title*", "*author*", "*illustrator*" and "*character*", as well as of words like "*amusing*" and "*humorous*". Older pupils are beginning to understand the devices used by authors to convey mood and humour.
59. There are good systems in place for developing most pupils' skills in reading throughout the school. The pupils' reading is supported by a thorough grounding in phonics and a well-managed and extensive graduated reading scheme. Throughout the school, there is good provision of guided reading, involving the teacher or assistant working with groups of five or six pupils at a time. This arrangement enables teachers to check pupils' reading skills and to emphasise the pupils' understanding of what they read. Pupils are heard to read frequently by teachers and teaching assistants and careful records are kept of their progress. Pupils take "*reading diaries*" home. Although parents are encouraged to hear pupils read and to enter comments in the reading diary, most comments are in fact made by the teaching assistants. Many parents, however, ensure that their children are heard to read at home, sometimes by older siblings, and some enter comments in so far as they are able. Pupils' reading is supported by regular visits to the school library. There is also a thriving library club once a week, attended by a very large number of pupils from each year. The library is not yet fully organised and too many pupils do not yet have a sound mastery of the library skills that would enable them to research and work more independently.
60. The standards of pupils' writing are sound in Years 1 and 2 but below average in Years 3 to 6. On the whole, pupils produce a good amount of writing and write in a variety of styles. However, their writing contains a good many spelling mistakes and, in many cases, shows a lack of mastery of English idiom. For example, younger and older pupils often have difficulties with the present participle, using it when it is inappropriate or omitting it when it is required: one older pupil wrote, "I am write to tell you...", and a younger pupil wrote, "I went to visiting my uncle". Teachers mark pupils' work conscientiously and correct mistakes; they also regularly indicate how work could be improved. There is, however, a dearth of pupils' writing displayed on the walls of classrooms and corridors and pupils are rarely asked to re-draft selected pieces of writing to improve, extend and polish them. For this reason, older and more able pupils, in particular, are not provided with enough examples of what they are capable of achieving. For example, through good examples and re-drafting, pupils are capable of producing writing of a high standard in terms of organisation, expression, imaginative content and correctness. Besides acting as a reward for effort and achievement, displaying good pieces of writing would provide pupils with exemplars and help to raise

their expectations of themselves. Teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6.

61. The subject is managed well by a very experienced and knowledgeable co-ordinator. There are good systems for assessing and recording pupils' standards and the co-ordinator is able to track the progress of individual pupils over time. Teaching assistants are used well in lessons and to maintain records of standards and progress. Book resources are in good supply. There are many good quality illustrated "*big books*" for use with the whole class and sets of reading books in addition to the books in the extensive reading scheme. However, not enough use is yet made of computers to develop pupils' skills in reading and writing. Nevertheless, there have been significant improvements made in respect of resources, policies and standards since the last inspection and the subject is well placed to make further progress.

Language and literacy across the curriculum

62. Pupils' command of English and their ability to communicate are sufficient to enable them to cope with the language demands they meet in other subjects, at least in the lower years. Teachers, in subjects like mathematics and science, introduce technical terms with care and check pupils' understanding of what is being said or of what they encounter in books and other texts. There are many examples, in subjects other than English, of teachers correcting pupils' habitual misuse of certain language constructions, such as their tendency to say "*I be*" or "*We be*", and insisting that they employ the correct standard English phrases of "*I am*" and "*We are*". However, there is insufficient appreciation in the school of pupils' ability to develop their skills of listening, speaking, reading and writing through other subjects, notably the humanities. The school acknowledges the importance of English for the study of other subjects but does not yet acknowledge, in its practice, the importance of how effectively other subjects can contribute to the development of the pupils' English.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are rising.
- Few pupils achieve high standards.
- The National Numeracy Strategy is used well.
- Pupils' memory of number facts is not strong enough.
- Testing and tracking systems are effective in identifying any slow progress.

Commentary

63. On entry to the school, most pupils have an understanding of numbers that is well below average. At the start of Year 1, most have gained sufficient knowledge and understanding to start the National Curriculum. However, by the end of Year 2, overall standards remain below average and only a very few pupils attain above the expected level. By Year 6, standards continue to be below average other than for a very few pupils. Even so, current standards are an improvement on those achieved in the 2003 national tests, where results were well below average at Years 2 and 6. The results in the test of 2003, however, reflected a rising trend since 2001, and early indications of the results for 2004

show that standards in Year 2 continue to improve. This is in line with the inspection findings.

64. The great majority of pupils have difficulty in making connections, seeing patterns and recognising similarities and differences. Most older pupils also have difficulty in dealing with the more sophisticated language needed to understand and explain mathematical ideas. These limitations make raising performance hard to achieve. While the majority of pupils achieve at a satisfactory level in Years 1 and 2, very few gain high attainment. Progress made by pupils in Years 3 to 6 is well below average and in the lowest five per cent of schools with pupils from similar economic backgrounds, though, in light of their initial low standards, their achievement is satisfactory overall.
65. Teaching is satisfactory overall and good in some lessons. Teachers show a good knowledge of the subject and engage the pupils well. They have worked hard with the effective assistants and succeeded in raising standards. Many pupils find remembering number facts difficult and the importance of initial sessions of mental number work is rightly emphasised. These sessions often use games that rely on pupils' knowledge of number facts. While the games provide good motivation, there are occasions on which they do not challenge the few more capable pupils enough or help others to learn the number facts. They are most successful when teachers ask different questions of pupils with different skill levels, and require pupils to reflect and explain their calculation strategies. Teachers use the National Numeracy Strategy recommendations well; they usually start with exercises to aid thinking and use question and answer sessions involving the mental calculation of numbers effectively. Although teachers' expectations are rising, they do not yet plan well enough for the few more capable pupils. In contrast, they plan well for the lower attainers, who show good progress over time. Teachers are conscientious in tracking the progress that pupils make, identifying their weaknesses and offering extra support.
66. Results are rising because of pupils' good attitudes to learning, the sound quality of teaching and the good leadership and management of the co-ordinator. There has also been a good degree of professional development for staff and clear action plans for improvement. The school has been very effective in raising the attainment of pupils with lower capability, particularly at Year 2. It has not been as successful in raising the attainment of the few more capable pupils, as it has not provided an appropriately higher level of challenge.

Mathematics across the curriculum

67. Teachers endeavour to make links between subjects and there are opportunities for pupils to use mathematical skills in other lessons. The youngest pupils practise counting and measuring and there are some examples of graphs used to record data in other subjects. Overall, the use of mathematics across the curriculum is satisfactory but lacks a clearly planned approach.

SCIENCE

Provision In science is **satisfactory**.

Main strengths and weaknesses

- Standards have improved very well since the last inspection.
- Teaching is satisfactory overall with some good and some very good teaching.
- Support for pupils with special educational needs is good.
- The marking and assessment of work is imprecise.
- High attaining pupils are insufficiently challenged in some lessons.

Commentary

68. Standards are close to average at Year 2 and Year 6. The emphasis has been on learning through investigation. Pupils throughout the school show a good level of interest in learning from, and about, the subject. Their work in books shows that they have a satisfactory knowledge of scientific facts and principles. Achievement is satisfactory and the pupils are learning to make their experiments fair.
69. The national tests for Year 6 pupils in 2003 showed that all the pupils attained the expected standard for their age and that the proportion with above average standards was about half what is typical nationally. These results are a considerable improvement on those of previous years and the standards of the current Year 6 confirm the very significant improvement since the last inspection.
70. Teaching is satisfactory overall. Teachers plan work well overall but planning does not include enough opportunities for high-attaining pupils to raise the level of their scientific knowledge and understanding. Marking is imprecise and does not encourage the correct spelling of scientific vocabulary or support the development of pupils' written English skills. Pupils with special educational needs are well supported by teaching assistants. They sit alongside them in lessons and help to focus their attention and work in partnership with the class-teacher. This enables the pupils to make good progress. Learning is effective for most pupils as they are well motivated and the challenge is appropriate. When teaching is very good, high standards are achieved. Children are encouraged to select their apparatus carefully, and teachers ask searching questions requiring explanations that help pupils gain a detailed understanding and extend their learning. For high attaining pupils, teachers' expectations are not high enough and this contributes to too few pupils achieving the higher levels of attainment in Years 2 and 6.
71. The co-ordinator is enthusiastic and has a good understanding of the need for further developments. She provides sound leadership and management. Her monitoring of lessons has had a positive effect on the quality of teaching and standards throughout the school. This has resulted in a good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils are very enthusiastic about their work and apply their knowledge to everyday situations.
- Direct teaching of skills is good and, as a result, pupils generally make good progress.
- Too little work is undertaken other than the allocated times for each class in the computer suite.
- The subject is well led and co-ordinated.

- Work does not sufficiently challenge the pupils of higher capability.

Commentary

72. Standards are average in Year 2 and Year 6. However, standards at the end of Year 6 have improved since the last inspection. Pupils, including those with special educational needs and for whom English is an additional language, make satisfactory progress in Years 1 and 2 and are now making good progress in Years 3 to 6.
73. By the end of Year 2, most pupils are proficient at logging on with their password, moving text around and changing size, colour and font. They can present information in different ways, such as graphs and drawings, using a computer competently. They have used a programmable toy for directional work. In Years 3 to 6, pupils' are skilful in using computers to handle data. They talk confidently about the best way to present information, as, for example, in one lesson when explaining why using a block graph was better than a pie chart to show information about birthdays. By the end of Year 6, pupils use the Internet to research information for their history and art topics, design repeating, rotating patterns as part of their mathematics work and use word-processing facilities such as grammar, thesaurus and spelling checks. Their skills develop well.
74. Pupils work in a range of groupings, sometimes single sex and sometimes mixed gender or ability. They co-operate well and have good attitudes to study.
75. The quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. In the best lessons, the pace of teaching is brisk with challenges being set to extend the learning of pupils of different abilities. Teachers give clear demonstrations and use accurate technical vocabulary in their explanations. Some teachers use examples related to other subjects to provide pupils with practical exercises. For example, in an exercise linked to mathematics, the pupils were costing the refreshments for the school disco and in another, linked to physical education, the children were entering information into a data-base to show their pulse rate during exercise and rest. These real-life problems helped pupils to understand the value and use of ICT in their everyday lives. Insufficient progress was made when more than two pupils had to share a computer and when the teachers' planning did not challenge the pupils who could work at a faster pace than the majority. Classroom assistants support learning and teaching well.
76. The co-ordinator supports colleagues and checks the curriculum well. National training initiatives have improved staff expertise and confidence. A portfolio of examples of work, completed by pupils in each year group, has been organised. This work is not yet dated or annotated, and this reduces its usefulness. Assessment of pupils' competency is sound, though staff do not use this information to challenge those pupils who are working at a higher level than the majority. The computer suite is a useful resource but is not fully suitable for groups or whole-class teaching, though all the pupils have a weekly whole-class lesson in the computer suite. Each class has a computer and printer but these are not used to their full potential. In between the computer lessons there is too little opportunity for pupils to apply the skills they have learned or to make regular use of their ICT skills in their everyday work. However, good use is made of digital cameras by staff and pupils.
77. The school has plans to change the sort of computers it has and to link the new ones to those in classrooms. This should allow pupils and staff to make greater use of the

classroom computers to support learning and teaching. "Smart boards" are also to be purchased, to raise the use of ICT across the curriculum. There is a thriving ICT club for Years 5 and 6 pupils and this helps to provide additional experience, particularly for those pupils without access to a computer at home.

Information and communication technology across the curriculum

78. ICT is used satisfactorily to make links with other subjects in the computer suite. However, there are few examples of work done in ICT lessons in pupils' books. Inspection evidence suggests that opportunities for pupils to explore the potential of ICT while working in the classroom at other subjects are missed. For example, teachers and pupils in Years 1 and 3 did not use the Internet to develop skills of historical enquiry further. Work started in the computer suite is seldom finished off or augmented between lessons.

HUMANITIES

Religious education

79. Only part of one lesson was observed during the inspection, so no judgment can be made about the quality of teaching and learning. However, the writing produced by pupils, in all year groups, was scrutinised and a discussion was held with the subject co-ordinator. The local agreed syllabus, which the school purports to use as its scheme of work, was also consulted.
80. The standards attained by pupils are below the expectations of the agreed syllabus both in Years 1 and 2 and in Years 3 to 6. Pupils have only a sketchy and vague knowledge of the major personalities and stories of the religions they study, including Christianity and Islam, and little grasp of their significance. Their writing consists of short and often unfinished pieces of poor quality. There are repetitions of the same topics, such as "churches" or "Muhammad", between years without much evidence of progression or continuity. The exercise books the pupils use are shared with their work in personal, social and health education, and it is common to find writing on a religious theme juxtaposed with some on the importance of cleaning your teeth, or the like. Some of the pupils' work consists of little more than drawing or colouring in religious symbols or figures from a story. The potential the subject has for developing pupils' language skills remains unexploited. The achievement of pupils throughout is unsatisfactory.
81. The time allocated to the subject is well below that recommended. In Years 1 and 2 pupils have half an hour a week devoted to the subject and in Years 3 to 6 they have an hour a week. In both cases this is shared with work in personal, social and health education. In theory, three quarters of the time is meant to be spent on religious education but in practice this division of time is not observed. The subject co-ordinator has undertaken a modicum of training but has no time for monitoring the subject. She has only the vaguest understanding of what is being covered in the various year groups and no clear overview of the quality of teaching and learning or of the standards being attained by pupils throughout the school. Given that the great majority of the pupils are Muslim, it is surprising that visits to mosques are very rare and that Islam is scheduled to be studied only in Years 5-6. Improvement since the last inspection has been unsatisfactory.

History

Provision in history is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average.
- Good use is made of visits to develop pupils' knowledge.
- Speaking and listening activities are used well.
- Weaknesses identified at the time of the last inspection have not been overcome.

Commentary

82. Standards by the end of Year 2 and Year 6 are unsatisfactory. There has been some improvement since the last inspection, when standards were judged to be well below average. However, pupils' learning of new knowledge is still shallow and their skills and understanding is not developing regularly enough. Achievement is weak in Years 3 to 6, but there are some effective strategies to enliven the pupils' learning.
83. Teaching in Years 1 and 2 is good and satisfactory in Years 3 to 6. The teacher in Years 1 and 2 makes good use of resources. For example, in one lesson she used a deckchair, pictures, beach towels and role-play to bring to life teaching and learning. However, progress is slowed in some lessons by the time that is spent checking children's understanding of key ideas and terminology, which is not previously recorded. In lessons in Years 3 to 6, teachers make sound use of strategies gained in English lessons, such as "*talking partners*", and skimming and scanning texts to present information. In some lessons, limitations in resources slowed progress when pupils had to share books and photographs; as a result, some pupils lost interest in the activity. Overall, there is insufficient challenge for the older pupils of higher capability and too little work is completed over the year. That which is completed, is too often on worksheets. Teachers do not sufficiently insist on good presentation of work or provide enough extended writing to encourage pupils to make historical deductions.
84. A continuing weakness is that history topics are taught on a two-year cycle and pupils in Years 5 and 6 often work at the same level. The skills and understanding of older pupils are not extended enough. However, visits and visitors to the school play an important part in making the work in history interesting and relevant.
85. The co-ordinator has begun to list resources and identify websites and computer software to support the pupils' learning. History has not been a priority area and so the role of the co-ordinator in planning the curriculum, assuring that it is taught fully and checking on the standards attained by the pupils, is at present unsatisfactory.

Geography

86. There were no geography lessons taught during the inspection. It is, therefore, not possible to make an overall judgement about provision. Based on discussions with pupils, the co-ordinator and an analysis of the pupils' work, standards in geography are below average for pupils by Year 2 and Year 6. This represents a minor improvement from the last inspection when standards in geography were judged to be well below national expectations. The presentation of work and marking in the pupils' books are of a

variable quality, with teachers commenting mainly on pupils' use of written English and seldom about their geographical understanding. The amount of work covered by each year group is insufficient and so pupils do not make satisfactory progress. Opportunities to draw on the cultural diversity of the pupils to support and extend their understanding in the subject are missed. The role of the co-ordinator is under-developed, though an action plan has been written and curriculum coverage and the checks on standards have been identified as priorities for improvement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and Design and technology

87. Pupils' work was sampled in art and design and design and technology. Only one lesson was seen and this was in design and technology. It is not possible therefore, to make an overall judgement about provision in these subjects. Pupils' work in sketchbooks and on display suggests that standards for both subjects are below average throughout the school. This suggests that there has been no improvement in design and technology, but some improvement in art and design, since the last inspection, when the latter was well below average.
88. There is a designated art room with a limited range of children's work, such as Greek pots, life drawing and wire models of people in action, on display. Some books about the lives of famous artists are also displayed. There is an absence of reference to art derived from the pupils' own predominant culture. Few examples of children's work were evident in the classrooms. In the one design and technology lesson observed, the pupils were designing and making a beach bag which linked to their work in history and information and communication technology. The teaching was good and pupils concentrated well, taking pride in their work and talking about the purpose of the bag and their design.
89. The school does little to enrich pupils' learning in these subjects. However, there is a successful after-school art club. Through discussions, both staff and pupils say they enjoy art and design as well as design and technology. Due to the lack of priority given to these subjects, the co-ordinator's role in checking and assessing standards is under-developed and co-ordination is unsatisfactory.

Music

Provision for music is **satisfactory**.

Main strengths and weaknesses

- Teachers show strong enthusiasm in teaching the subject and the pupils catch this enthusiasm.
- Many teachers lack expertise in the subject.
- Teachers plan carefully to overcome any lack of knowledge.

Commentary

90. Standards are similar to those at the time of the last inspection; they are satisfactory at Year 2 and unsatisfactory at Year 6. Pupils of Year 6 sing satisfactorily, largely keeping

in time and in tune when they are familiar with the song. They successfully keep a three-part round and enjoy playing instruments, although with only basic skill levels. They can clap and tap a rhythm but do not know what a "pulse" is. They cannot remember having composed or recorded any pieces. In Year 2, the pupils have a sense of the shape of a melody and can sing tunefully. They take time to learn new words to songs but can quickly recognise when parts of a tune repeat. Lessons provide some degree of spirituality, which further increases the pupils' engagement, but this is seldom planned.

91. There is little specific musical expertise on the staff but teachers show good enthusiasm and often work hard to overcome any lack of skills and knowledge they may have. The school employs an accompanist to support teachers requiring accompaniments for their class singing lessons. The conditions for this work and the organisation of lessons make it hard for teachers and pupils to gain sufficiently from this high level of expertise. However, teaching is satisfactory overall throughout the school. Sometimes, teachers make good choices of recorded music for pupils to hear and appraise. They teach pupils new words well, such as "*ostinato*", and often provide variety in the activities for pupils in lessons. In a sound lesson for Year 3 and 4 pupils, two teachers shared leading the session and their enthusiasm helped pupils to overcome their weak skills and knowledge. In several lessons, there were missed opportunities for pupils to be taught skills and gain competence.
92. The subject is coordinated by a teacher with strong enthusiasm for the subject. The lack of teachers' skills is partly overcome by the provision of a clear scheme of work, teaching materials and an accompanist employed by the school. Teachers regularly assess pupils' attainment but otherwise there are few means by which the co-ordinator can check on standards. Opportunities are provided for pupils to perform but there are few activities to enrich the curriculum, although a small number of pupils have violin tuition.

Physical education

The provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Standards are close to the national average.
- Teaching is satisfactory overall with some very good teaching of younger pupils.
- Opportunities for extending the development of spoken language skills in evaluating performance are often missed.
- There are insufficient opportunities to encourage independence in accessing resources.

Commentary

93. Six lessons were seen in physical education. Standards are in line with national expectations. Achievement is satisfactory. In a Year 2 gymnastics lesson, the pupils made satisfactory progress and were able to create and perform short linked sequences that showed a clear beginning, middle and end. By Year 6, the pupils attain average levels of performance, as seen in a dance lesson where they developed a dance on the theme of '*space*'. By the end of the lesson, they were able to link skills, techniques and ideas and apply these with precision and good control.

94. Teaching is satisfactory and all teachers have a secure knowledge of the subject. Pupils are insecure about evaluating and improving their work and the teacher dominates the evaluation, missing opportunities for the pupils to suggest ways of improving their performance and developing spoken English skills. This was a characteristic of all the lessons seen in dance, gymnastics and games. In one very good lesson with younger pupils, the teacher encouraged independence in getting out and putting away the apparatus. In good lessons, teachers show a good knowledge of the subject, and this helps pupils achieve good standards. This was demonstrated in a rounders lesson where children demonstrated good skills in batting, catching and fielding. Teachers show good management of the pupils and promote very good attitudes. For example, in a dance lesson, cards were used to establish mixed ability groups and children subsequently interacted well with one another. There has been a good improvement since the last inspection. The quality of teaching and standards have improved.
95. The knowledgeable co-ordinator leads well and has a very good understanding of the subject and the way in which young children learn. She has analysed the pupils' performance and curriculum coverage to inform planning and target setting. Very good links have been made with the sports co-ordinator at a local secondary school, who supports the detailed training offered to the school staff.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision in personal, social and health education and citizenship is **satisfactory**.

Main strengths and weaknesses

- Children are being encouraged to develop a healthy lifestyle.
- There are inconsistencies regarding the allocation of time for this subject across the school.

Commentary

96. There was insufficient evidence during the inspection to form a secure judgement about the quality of teaching and learning. The limited evidence from pupils' work, teachers' planning and discussions with pupils and staff suggests that provision is satisfactory.
97. Pupils of all ages have a clear knowledge and understanding of themselves as individuals. They are developing confidence and a sense of responsibility, which is enhanced by the recent development of the school council. Pupils are encouraged to develop a healthy lifestyle. They have a sound knowledge and understanding about health and safety and how the choices they make affect their wellbeing. For example, the work in the children's books shows how they are encouraged to consider the content of food and to eat healthily. Throughout the school, pupils are taught to be aware of how their actions affect others and to see other people's points of view. For example, in a dance lesson, children worked well co-operating with one another to develop a dance on a 'space' theme and listened attentively to the teacher and to one another.
98. The curriculum manager has had few opportunities to develop this area of learning as a timetabled curriculum subject and currently the allocation of time is partly at the discretion of teachers and this leads to inconsistency in provision and progression.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

INSPECTION JUDGEMENT

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).