

# INSPECTION REPORT

## **BANKFOOT PRIMARY SCHOOL**

Bankfoot, Bradford

LEA area: Bradford

Unique reference number: 107248

Headteacher: Miss J S Wright

Lead inspector: Mr P M Allen

Dates of inspection: 17<sup>th</sup> - 19<sup>th</sup> January 2005

Inspection number: 266355

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: 268  
School address: Bolingbroke Street  
Bankfoot  
Bradford  
Postcode: BD5 9NR  
Telephone number: (01274) 732 068  
Fax number: (01274) 371 716  
Appropriate authority: The governing body  
Name of chair of Mr John Ashton  
governors:  
Date of previous 27<sup>th</sup> January 2003  
inspection:

## CHARACTERISTICS OF THE SCHOOL

This is an average-sized community primary school which came into existence in September 1999 as part of a local education authority re-organisation. It is located in an area of some social and economic difficulty. It draws the vast majority of its pupils from the immediate vicinity which consists largely of older, rented housing and a small number of owner-occupied houses. There are 268 pupils on roll, with slightly more girls than boys. There have been a number of staffing changes since the previous inspection two years ago. Currently, excluding the nursery, there are eight classes, one for each year group from Reception to Year 5 and two for Year 6. After the current year, the school will have a one-form entry. The majority of pupils (around three quarters) are of Pakistani heritage background. Just over a tenth are of white British heritage background, with a small number of pupils from an Indian or other Asian heritage background or from a mixed heritage background. The majority of pupils speak English as an additional language. Of these, around 20 per cent are at an early stage of English language acquisition. Thirty pupils are identified as having special educational needs, this proportion being below the national average; most of them have moderate learning difficulties. There are six pupils who have Statements of Special Educational Need, this proportion being in line with the national average. The proportion of pupils entitled to free school meals is above the national average. Virtually all pupils have experienced pre-school education in the school's own nursery. Attainment on entry to the Reception class varies from year to year, but overall it is well below what could be expected, most notably in language development. During the current year the school is receiving additional funding from the Education Action Zone initiative, Trident and a small amount from Excellence In Cities.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17531	Mr P M Allen	Lead inspector	Foundation Stage Music Physical education
13448	Mrs D Lloyd	Lay inspector	
32636	Mrs G Hepworth	Team inspector	Science Design and technology Religious education
29686	Mr J S Lord	Team inspector	English Geography Information and communication technology English as an additional language Special educational needs
17310	Mrs A McAskie	Team inspector	Mathematics Art and design History

The inspection contractor was:

Tribal PPI  
1 - 4 Portland Square  
Bristol  
BS2 8RR

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective and improving school**. Pupils are now achieving well relative to their capabilities because of the good quality of teaching and learning across the school. Even so, although standards are steadily rising, they are still below the national average in mathematics and science at the end of Year 6. Much of the school improvement is attributable to the very good leadership and management of the headteacher. Overall, the school gives satisfactory value for money.

#### The school's main strengths and weaknesses are:

- The school is becoming successful because of the very good leadership and management of the headteacher, with her clear commitment to make the school as good as it can be.
- The school needs to continue to raise standards, most notably in reading across the school and in mathematics and science in Years 4 to 6.
- Children are given a very good start to their school lives because of the high quality of work in the Foundation Stage (the nursery and Reception classes).
- Teaching assistants and nursery nurses make a significant contribution to pupils' achievement, especially those who speak English as an additional language and those who have special educational needs.
- The very good provision for pupils' care, welfare, health and safety underpins the school's caring, community ethos.
- Attendance and punctuality are still unsatisfactory.

The school was last inspected in January 2003 when it was judged as having serious weaknesses, mainly because of low standards in Years 3 to 6, together with unsatisfactory teaching across those years. A great deal has been achieved in the subsequent two years, which have seen a number of staffing changes. More still remains to be done. The issues have been rigorously addressed, although there is still a need to further raise standards at the end of Year 6 and to improve punctuality and attendance. The quality of teaching and learning is now much improved, as is the quality of leadership and management. The school has made a good improvement since its last inspection and no longer has serious weaknesses.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E*	D	D	D
mathematics	E*	E	E	E
science	E*	E*	E	E

*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.*

Across the school, **pupils are currently achieving well**. Children start school with very low levels of attainment, especially in language and communication skills. They are given a very good start in the nursery and Reception classes. Most, although not all, are likely to reach the goals children are expected to reach by the end of their time in Reception, and a significant minority are likely to exceed them. Children attain best in personal, social and

emotional development. Standards at the end of Year 2 are in line with the national average in reading, mathematics and science, and are above in writing. Standards at the end of Year 6 are adversely affected by past underachievement in Years 3, 4 and 5. Even though standards are gradually rising, they are still below the national average at the end of Year 6 in mathematics and science. Standards in English are in line with the national average; pupils attain better in writing than they do in reading. There are no significant differences between the achievement of boys and girls. Pupils who come from a Pakistani heritage achieve higher standards than pupils from a white British heritage background. Standards in information and communication technology are in line with those expected nationally at the end of Year 2 and Year 6. Standards in religious education are broadly in line with the requirements of the locally agreed syllabus. Those pupils with English as an additional language and those who have special educational needs achieve well because of the very good support they receive. **Pupils' personal development is good. Their spiritual, moral, social and cultural development is good overall.** Their good attitudes and behaviour and very good relationships enhance the quality of their learning. Even though the school works very hard to promote good attendance and punctuality, a small but significant minority of parents do not support their children in these matters and, as a consequence, the children do not receive the full benefit of what the school has to offer.

## **QUALITY OF EDUCATION**

**The good quality of education** now being provided is enabling pupils to learn well. **The quality of teaching and learning is good** across the school. The most effective teaching observed during the inspection was in the Foundation Stage classes and in the Year 6 classes. Teachers are very conscientious, caring and committed to the school and its pupils. Teaching assistants and nursery nurses provide very good support, especially for pupils with English as an additional language and those with special educational needs. The school has effective systems for monitoring the attainment and progress of individual pupils, especially in English, mathematics and science; this is leading to increasingly effective target setting. The school provides a broad and balanced curriculum. There are firm plans to make the curriculum more imaginative and appealing to children. The very good provision for pastoral care, welfare, health and safety is one of the school's strengths. Links with the parents and with the community are good and improving.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The headteacher's very good leadership and management are having a positive impact on school improvement and on the way the school is inclusive for all its pupils. Strategic planning, which reflects the school's ambitions and goals, is very good. The headteacher is well supported by the senior management team, including the conscientious deputy headteacher. Subject leaders are becoming increasingly effective. Governance is satisfactory and meets statutory requirements. Although very supportive of the headteacher and the school, the governing body could benefit from further developing its monitoring role so that it becomes more effective in helping to shape the vision and direction of the school.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Most parents are supportive of the school, its headteacher and staff and no significant concerns were raised. All parents consulted agreed that this is a racially harmonious school, with a good team of staff who work well with parents. All pupils consulted were very

enthusiastic about the school; they think that learning is fun, that the staff are kind and that everyone is friendly.

## **IMPROVEMENTS NEEDED**

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

- Further raise standards, in particular in reading across the school and in mathematics and science in Years 4 to 6.
- Continue to strive to improve punctuality and attendance.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Currently pupils across the school are achieving well and standards are gradually rising. Standards at the end of Year 2 look set to be in line with the national average in reading, mathematics and science; in writing they are set to be above the national average. Standards at the end of Year 6 are set to be in line with the national average in English and below in mathematics and science. There is no significant difference between the achievement of boys and girls. Pupils from a Pakistani heritage background achieve better than pupils from a white British heritage background.

#### **Main strengths and weaknesses**

- The school needs to continue to raise standards, most notably in reading across the school and in mathematics and science in Years 4 to 6.
- Standards in written work are showing a very good improvement.
- Children make a very good start and achieve well in the Foundation Stage classes.

#### **Commentary**

1. At the time of the previous inspection two years ago, standards were judged as low but improving in Years 1 and 2. However, the progress made by pupils in Years 3 to 6 was judged as unsatisfactory, with well-below-average standards by the end of Year 6. This issue has been rigorously addressed since that inspection although, despite significant improvements, more needs to be done.
2. Judgements on current standards are based on work seen in lessons, on an extensive review of the pupils' work and on discussions with pupils. Judgements also take into account the school's own data, which include the tracking of pupils' attainment and progress in English, mathematics and science and predictions of future performance at the end of Year 2 and Year 6.
3. Children are given a very good start to their school lives because of the high quality of work in the nursery and Reception classes. At the time of the inspection, English was not the first language of the vast majority of children in the nursery and Reception classes and many start nursery with little and sometimes no English. Overall attainment is very low, especially in social, communication and language skills. The good and sometimes very good teaching and a well-structured and imaginative curriculum ensure that children make good progress in the nursery class. The children with English as an additional language make very good progress in their English language acquisition. In spite of this, when they start in Reception, children's standards are still well below what could be expected for children of that age.
4. Children continue to achieve well in the Reception class. Most, although not all, are likely to meet the national Early Learning Goals which children are expected to reach by the end of the Reception year. A significant number do not reach the higher level competencies in the communication, language and literacy and the mathematical areas of learning. However, a significant minority are likely to exceed the goals. Overall, children attain best in the personal, social and emotional area of learning.

**Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	15.7 (14.1)	15.7 (15.8)
writing	15.2 (13.0)	14.6 (14.6)
mathematics	16.8 (15.4)	16.2 (16.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year.*

5. Currently, standards at the end of Year 2 are higher than those at the time of the previous inspection, most notably in writing. Even though the attainment of year groups can vary from year to year, it is clear that standards are gradually rising. They are in line with the national average in reading, mathematics and science and above the national average in writing. Reading standards are reflected in the 2004 test results, which were in line with the average for all schools nationally, and above those of similar schools. The writing results were above the average for all and well above those of similar schools. Standards in mathematics were above the national average for all schools and well above those of similar schools. Pupils across the school achieve better in writing than they do in reading because of the school's very strong strategies to improve writing standards. Following years when virtually every result was well below the national average, the significant improvement in pupils' performance at the end of Year 2 in 2004 is being maintained. Standards in science are broadly in line with the national average, as they were in the 2004 teacher assessments. Those Year 2 pupils continue to achieve well in Year 3.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	25.8 (25.9)	26.9 (26.8)
mathematics	24.2 (23.7)	27.0 (26.8)
science	27.0 (25.1)	28.6 (28.6)

*There were 34 pupils in the year group. Figures in brackets are for the previous year.*

6. In recent years, pupils have made insufficient progress between the end of Year 2 and the end of Year 6, leading to a history of underachievement in Years 3, 4 and 5, partly due to staffing difficulties. This has had a negative impact on standards at the end of Year 6, with pupils needing to 'catch up' in their learning. The staffing situation is now much more settled. Standards are now higher than they were at the time of the previous inspection. This is because of the overall improved quality of teaching and learning across Years 3 to 6. Currently, pupils are achieving well from Year 3 to Year 6. Achievement is best for pupils in Year 6 because of the overall very effective teaching they receive which leads to significant progress in the pupils' final year at the school. Although standards are gradually improving, there is some way to go, notably in mathematics and science.
7. For the first time since the school catered for Year 6 pupils, standards in English at the end of Year 6 are likely to be broadly in line with the national average, although standards are higher in writing than they are in reading, which is appropriately one of the school's current targets for improvement. Standards are higher than in 2004 when the test results were below those of all and similar schools.
8. In spite of a gradual improvement, standards in mathematics are still likely to be below the national average. This does represent an improvement on the 2004 results, which

were well below the national average and that of similar schools. Overall standards in mathematics in Years 4 to 6 are not as high as national standards. The pattern over recent years has been that at the end of Year 6, insufficient pupils reach Level 4, the expected level for most 11-year-olds, and too few reach the higher Level 5. A similar pattern has existed in science where standards in the past have been very low; in 2001, 2002 and 2003 they were in the lowest five per cent nationally. Currently, standards at the end of Year 6 are below the national average. This represents an improvement on the 2004 results, which were well below the national average and those of similar schools.

9. Standards in information and communication technology at the end of Year 2 and Year 6 are set to be in line with those expected nationally. Standards in religious education are broadly in line with the requirements of the locally agreed syllabus. Given the time constraints of the inspection, it was not possible to make secure judgements about standards in most other subjects of the curriculum, although there are indications of good standards in art and design and standards in line with those expected nationally in history.
10. The staff work hard and successfully to meet the learning needs of all the pupils. Good support is provided for pupils with special educational needs. They make good progress in their learning, working towards the targets identified in their helpful individual education plans. The significant number of pupils who are at an early stage of English language acquisition are well supported by the teaching assistants and nursery nurses, including the bilingual staff, most of whom work alongside children in the nursery class. As a consequence, most pupils make very good progress in their English language acquisition.
11. Test results at the end of Year 2 and Year 6 have shown no significant difference between the attainment of boys and girls. The vast majority of pupils speak English as an additional language; the majority of these pupils are from a Pakistani heritage background, who make up three quarters of the school's roll, with a small minority from an Indian heritage background. Just over a tenth are from a white British heritage background. School and local education authority data of attainment by ethnicity indicate that pupils from a Pakistani heritage background attain better than the white British pupils. In 2004 pupils of a Pakistani heritage background exceeded the local education authority's averages in all subjects, whilst the results of white British pupils, many of whom are identified as having special educational needs, fell below the local averages. There are too few pupils from an Indian heritage background to make meaningful comparisons.
12. The school has begun to identify a number of pupils who are gifted and talented, although this is an area for development. A number of very able pupils attend regular 'master classes' in mathematics, science and design and technology at the local college of technology. Teachers are becoming increasingly successful in providing challenging work for higher-attaining pupils to better enable them to achieve the higher levels in English, mathematics and science. Pupils identified with specific talents in the arts and sport receive a good level of encouragement and support.
13. The leadership of the school is having a positive impact on the focus of further raising achievement and standards, and recent staffing changes and improvements in the quality of teaching are fundamental to this. Effective school self-evaluation and target setting are making a significant contribution to the systematic and focused raising of

standards. To this end, there is a shared commitment amongst staff to continue to raise standards and improve the quality of education provided.

### **Pupils' attitudes, values and other personal qualities**

Pupils have good attitudes to learning and their behaviour is good. Provision for their personal development is good overall: social and moral development are very good, cultural development is good, spiritual development is satisfactory. Attendance and punctuality are unsatisfactory.

### **Main strengths and weaknesses**

- Very good arrangements to promote pupils' social development help them to show care and consideration for the needs of others.
- Pupils behave well and have a sense of personal responsibility because the school teaches them moral values.
- Attendance and punctuality are still not good enough.

### **Commentary**

14. Staff take every possible opportunity to celebrate the diversity of their school community and to encourage understanding and respect for the beliefs and customs of others. Through personal, social, health and citizenship education lessons, assemblies and through other areas of the curriculum, such as religious education, history and geography, pupils are taught about the similarities and differences that exist between people in society. As a result, they are learning to live together harmoniously and to be mindful of the needs of others. In lessons, they study the rights and responsibilities of living in a community and can then put what they have learned into practice within their school. For example, they show that they are growing into socially responsible young people by volunteering to act as 'Buddies' at playtimes, ensuring that everyone is included in games and that no one feels lonely or left out. Older pupils, particularly, are developing organisational and social skills through their work as members of the School Council. In lessons, pupils co-operate well in pairs or groups; around the school they are polite, friendly and courteous to one another and to visitors. They are aware of belonging to a wider society outside school and show concern for others in their generous and thoughtful ventures to raise funds to support a range of charities, local and worldwide. All aspects of personal, social and emotional development are well promoted in the Foundation Stage classes and the children respond well.
15. Pupils who speak English as an additional language have positive attitudes to their learning. The level of support and encouragement that they receive has a significant impact on their self-esteem and achievements. They are confident to ask for assistance and assured that it will be readily available. The attitudes of those pupils with special educational needs are positive. They want to learn, are co-operative and make a useful contribution to lessons.
16. Closely linked to the development of social awareness is the school's strong emphasis on teaching pupils moral values. Because staff consistently praise good behaviour and effort, pupils know that they must behave well and try hard in lessons in order to live up to their teachers' high expectations. Most pupils behave as they should; they participate enthusiastically in lessons, settle quickly and sensibly to written or practical tasks and concentrate on their work. Outside the classroom behaviour is almost

always good. Pupils who were unable to go outside for two days during the inspection because of bad weather played happily and sensibly in their classrooms with no silliness or disruption. A set of simple school rules is constantly reinforced, so that the youngest children quickly learn right from wrong. As pupils progress through the school they are given frequent opportunities to consider the consequences of their own and others' actions, so that they develop a clear understanding of moral values. Two pupils have had to be excluded in the last year, because of extreme behavioural problems, but the school has taken all possible steps to give appropriate support to them and to their families.

***Ethnic background of pupils***

***Exclusions in the last school year***

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed-period exclusions	Number of permanent exclusions
White – British	29	6	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	11	0	0
Asian or Asian British – Pakistani	205	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	3	0	0

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

17. A key issue for action at the time of the previous inspection was to improve pupils' attendance. The school has worked hard to impress upon pupils and their parents that good attendance and good achievement at school are inextricably linked. In spite of this, although there has been a slight improvement in overall attendance figures, pupils' attendance is still well below that found in most primary schools because unauthorised absence is unacceptably high. The figures are distorted somewhat by the very poor attendance records of a small number of pupils, but some parents still do not understand that holidays in term time and absences for inappropriate domestic

reasons adversely affect pupils' learning and progress. Attendance has a high profile in the school; many pupils have good records of attendance and are rewarded for this. The introduction of a class league table has been a motivating factor, while the provision of a Breakfast Club has helped some families to ensure that pupils are in school on time. Rigorous monitoring systems, including the intervention of the Learning Mentor, Parental Involvement Officer and teachers, are having an impact on overall attendance and punctuality, but more remains to be done.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	5.1	School data	1.4
National data	5.1	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The overall good quality of the teaching and good levels of care and support mean that most pupils are able to learn very well. There is a good partnership with parents and the school works closely with the local community.

## Teaching and learning

The overall quality of teaching and learning is good across the school. In the Foundation Stage and in Year 6 it is often very good. Support for pupils with special educational needs and those who speak English as an additional language is very good. Teachers regularly assess what pupils have learned and use the information to plan future work and move pupils forward.

## Main strengths and weaknesses

- The consistently good teaching across the school is helping to raise achievement.
- The very effective work of teaching assistants and nursery nurses contributes well to the teaching and learning, including the provision for pupils with special educational needs and those who speak English as an additional language.
- Efficient systems for monitoring attainment and progress, especially in English, mathematics and science, are leading to effective target setting.
- Rigorous monitoring of teaching and learning has helped to bring about consistency in teaching practice throughout the school.
- Teachers' expectations of pupils' responses in some lessons need to be higher.

## Commentary

18. The quality of leadership and management of teaching and learning is very good. A main issue from the previous inspection was concerned with improving the quality of teaching in Years 3 to 6. Since that inspection there have been significant staffing changes across those years. The rigorous monitoring of teaching and learning, the substantial investment in training for all staff and the provision of extra support where

necessary, have each helped to create an increasingly consistent and effective workforce.

**Summary of teaching observed during the inspection in 40 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	6 (15%)	28 (70%)	6 (15%)	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.*

19. In the Foundation Stage classes, an attractive environment, together with effective planning and well-established routines, is providing high quality learning experiences for the youngest children. The staff are effective in creating a warm, friendly environment, where parents and children feel welcome and valued. The quality of teaching in these classes is at least good and often very good. High expectations, a wide range of well-planned activities and clear, effective assessment ensure that all children achieve well. The good quality support staff make a very positive contribution to learning; for example, the needs of those children who speak English as an additional language are very well met. This strong, positive start for the children is helping to lay the foundations for the school's main focus of raising standards, especially in literacy and numeracy.
20. Throughout the school, teachers work hard and are committed to providing high quality education for the pupils. The consistently good teaching reflects the rigorous, whole-school approach to effective planning and assessment, which has helped to improve awareness of the expected levels of progress. The school's current main priority is to raise standards in Years 3 to 6. The low standards of attainment reflect a history of unsatisfactory teaching and learning in these year groups. There is evidence that standards are improving, and standards in Year 3 are no longer a concern. Where teaching seen was particularly effective, especially in Year 6, the teachers have used assessment data very effectively to target groups of pupils who could achieve more highly and are providing effective support. Intensity in learning was apparent in one Year 6 science lesson where pupils were expected and challenged to work hard, resulting in very good achievement.
21. In a small number of lessons, insufficient account is taken of the quality and rate of pupils' responses. Teachers need to set clearer deadlines for work to be finished. Although teachers generally plan work to meet the needs of different groups of pupils, occasionally there is insufficient difference between written tasks given to the various ability groups, resulting in insufficient challenge for the higher attainers.
22. The school has made a considerable investment in providing a plentiful supply of well-trained, effective teaching assistants and nursery nurses, who make a very significant contribution to the quality of teaching and learning. In addition to their role as classroom support, a number of them very effectively take responsibility for delivering the curriculum in art and design and in design and technology.
23. Pupils with special educational needs make good progress in lessons because they undertake activities that are closely matched to their needs, and they receive good quality guidance from teaching assistants. Effective liaison between the special educational needs co-ordinator, teachers and support staff ensures that there is appropriate support and challenge for these pupils in the classroom and, as a result, they achieve well. Pupils with emotional and behavioural difficulties are usually well

managed. The school has made a good start in addressing the needs of pupils who are gifted and talented.

24. The school has targeted bilingual support to the areas of most need. This ensures children at an early stage of English language acquisition are able to have the teacher's instructions explained so that they understand what is being taught, and it also gives them an opportunity to sometimes express their ideas in their first language. This, along with good quality teaching, has a positive impact on their learning.
25. Classrooms are well resourced and organised. The quality and range of displays of pupils' work and other artefacts make a significant contribution to the learning environment. Teachers are beginning to make effective use of interactive whiteboards to make presentations that capture the pupils' interest.
26. The quality of pupils' learning is good. Most pupils show interest in their work and concentrate well. The school has good procedures for dealing with inappropriate behaviour. Pupils generally work well both independently and also co-operatively with classmates.
27. The school has developed efficient systems for monitoring attainment and progress, especially in English, mathematics and science. Assessment procedures are thorough and are leading to effective target setting for individual pupils and also for the various identified groups. This enables support to be appropriately targeted to need. Further consideration needs to be given to targeting particular groups of pupils who, with extra help, may be able to achieve a higher level in national tests. This is done well in Year 6. The quality of day-to-day assessment and marking of pupils' work is at least satisfactory and sometimes good. Good use is made of literacy targets when marking work in subjects such as history and geography.
28. Teachers give homework on a regular basis. A homework club is available for pupils for whom working at home is difficult. Most parents express satisfaction with the teaching. Where parents support learning at home, this makes a good contribution to pupils' achievement.

### **The curriculum**

The quality of the curriculum is good. Enrichment of the curriculum is good. Resources and accommodation are good and support the delivery of the curriculum.

### **Main strengths and weaknesses**

- Leadership and management of the curriculum are good.
- Children in the Foundation Stage are provided with a good curriculum and good learning resources.
- Curriculum innovation is at an early stage.
- Very good provision is made for pupils with particular needs.
- There is good provision for pupils' personal, social and health education.

### **Commentary**

29. Subject leaders have a good understanding of their areas of the curriculum and use their expertise to ensure that all pupils are provided with learning experiences which

are interesting and meet their individual needs well. There is a strong emphasis on the development of oral and written literacy skills and the application of literacy skills in other subjects. This is, appropriately, seen as especially important for the high proportion of pupils whose first language is not English and is an important element in the improving standards. Classrooms are organised to stimulate learning and teachers plan systematically for lessons. All classrooms and corridors are used to display and celebrate pupils' work to a very good standard and this helps pupils to deepen their learning and increase their skills because they see a purpose in their activities.

30. For children in the nursery and Reception classes, all six areas of learning are incorporated into a successful curriculum, and provision for learning resources is good. The nursery nurses, two of whom are bi-lingual, and the teaching assistant provide very good quality support to help all the children achieve well.
31. The depth of curriculum study has improved since the last inspection, although the school recognises that more needs to be done in music. Teachers have exploited links between some subjects; for example, when studying Ancient Greece in history, pupils also research aspects of the physical geography of the country. However, more remains to be done in this area to give pupils a real purpose and a wider context for their work and in taking account of the distinctiveness of the school, the local context and resources available in the wider community. The school is aware of this and has firm plans to review the present curriculum to incorporate the national guidelines on 'Excellence and Enjoyment in Primary School' so that it puts its distinctive mark on the curriculum. The school now meets statutory requirements for the daily act of collective worship which was an issue at the previous inspection.
32. The school's very good commitment to inclusion ensures that all pupils have equal access to learning opportunities. The very good provision for pupils with special educational needs and for pupils from ethnic minorities, including those who speak English as an additional language, ensures they achieve well. The school is developing its provision for pupils who are identified as gifted and talented and a good start has been made. Very good communication between the teachers and the very well skilled and committed teaching assistants and nursery nurses, together with the very good use of resources, ensures that pupils with special educational needs are provided with instruction that is consistently of a very good quality to meet the targets in their individual education plans.
33. Provision for pupils' personal, social, health and citizenship education is good. The school places a strong emphasis on this aspect of the pupils' education and they have a very good understanding of the effects of their own lifestyle and that of other people. Very good use is made of outside visitors who support work on relationships education, healthy lifestyles, dental hygiene and alcohol and drug awareness.
34. There is a good match of teachers and a very good match of teaching assistants and nursery nurses to meet the demands of the curriculum. The sense of joint purpose that binds all staff is a strong feature in the school's improving standards. The accommodation and resources are good, well organised and well maintained and both have a positive impact on pupils' learning. However, in some open-plan areas, the working 'buzz' from one class can be intrusive to another. Overall, the quality of the accommodation and resources meets the needs of the curriculum.

35. The curriculum is enriched through a programme of visitors into school; for example, to lead dance workshops, perform drama and coach sport. Pupils take part in a range of visits; for example, to places of worship which enhance pupils' learning and help them gain an understanding of life in other cultures. There are effective links with the local community and businesses. Pupils' needs are very well supported through a Breakfast Club and Homework Club. There is an effective exchange of information with secondary schools which helps to prepare pupils for transition to a much larger school environment. Overall, the school provides a broad range of worthwhile activities that caters for the interests, aptitudes and particular needs of pupils and ensures progression in their learning.

### **Care, guidance and support**

Arrangements to ensure the health and safety of pupils are very good. Staff provide very good pastoral care for pupils and good guidance to help them improve their work. Involvement of pupils in issues that affect them is very good.

### **Main strengths and weaknesses**

- Staff take great care to ensure that the individual needs of each pupil are met.
- Pupils' views are sought and valued, so that they influence school decisions.
- Very good relationships between children and adults create a happy environment which promotes effective learning.

### **Commentary**

36. The school has effective arrangements to deal with the day-to-day personal welfare of pupils, including good first aid and routine medical care, thoughtful attention to health and safety requirements and appropriate arrangements for child protection. Staff know pupils and their families well and have genuine regard for their personal welfare. Any child who is upset, for whatever reason, knows that there is a concerned adult who will offer comfort and support. Because lunchtime supervisors work with a particular class and in some cases stay with that class through the school, pupils relate well to them and can approach them confidently. In addition, the headteacher and governors have set in place extra support mechanisms so that each child's individual needs can be met. The language needs of pupils who speak English as an additional language are well met through additional support. The bilingual nursery nurses play an important role for those children who are at an early stage of English language acquisition and also provide a contact link to many families.
37. A daily Breakfast Club, free of charge, helps those parents who need to leave home early for work to be certain that their children are fed, looked after and at school in good time. The appointment of a Learning Mentor has successfully opened up a wide range of opportunities to provide support for pupils. These include extra help with learning to boost pupils' confidence and stimulate them to achieve more; encouragement of improved attendance and punctuality; helping pupils to improve their behaviour; and, more generally, introducing ways in which pupils' self-esteem can be boosted by participation in after-school clubs, the Buddy scheme and School Council.
38. The School Council is a very effective means of enabling pupils to make their views known and to influence decisions that affect them directly. The existence of the Council helps pupils learn the basic principles of democracy, including their rights and

responsibilities as citizens. From small beginnings, the Council now has representatives from Year 3 upwards, but pupils in all classes are kept informed of discussions and are given a chance to express their views. Pupils run meetings themselves and take responsibility for communicating with the headteacher and staff. Notable successes have been the introduction of the House System, the Buddy Bench, refurbishment of the toilets and setting up the well-presented and informative newsletter, which is now distributed to parents. Innovative ideas for fund raising, such as the recent fun day and quiz, have proved popular. Council members are very proud of their achievements and derive great personal benefits from their experiences in terms of increased self-esteem. They are, however, very conscious of their responsibility to take account of the opinions of all pupils, so they do their best to be fair and even-handed in their recommendations.

39. Throughout the school, relationships among pupils and between pupils and adults are very good. This means that pupils try their best in lessons because they want to please their teachers. They are not afraid to ask questions or to express opinions in class. Even when discussing sensitive issues, such as 'things that are precious to me', or in reading out their responses to the assembly theme 'I have a dream....' they are confident that their views will be treated seriously and with respect. The school's caring ethos creates a calm, positive atmosphere in which learning can take place productively.

#### **Partnership with parents, other schools and the community**

Links with parents and the local community are good; links with other schools and colleges are satisfactory.

#### **Main strengths and weaknesses**

- Parents are happy with most aspects of the school.
- Links with parents are becoming stronger because the school is working to identify and meet their needs.
- Good links with the local community contribute to pupils' personal development and enrich their learning.

#### **Commentary**

40. Those parents who completed the pre-inspection questionnaire or who attended the meeting expressed predominantly positive views about most aspects of the school. Almost all agreed that their children enjoy school, that teaching is good, pupils are expected to work hard and that they settle well when they first start coming to school. Parents show their support for the school by their good attendance at consultation meetings and by the interest that many take in pupils' work at home. A small number of parents volunteer to help in classrooms, in the library or on school trips, but as yet there is insufficient support for a Parents' Association.
41. The school is anxious to develop its work with parents and is seeking to identify ways in which it can help them to become more involved and better able to support their children's learning. The recently appointed Parental Involvement Officer is forging links with parents in a variety of ways. She is building up relationships with parents informally, through day-to-day contacts, as well as providing opportunities for them to meet at 'Coffee Afternoons' to discuss how she and the school can help them to play a greater part in their children's education. Already some have benefited from visits to

local museums and from a fun mathematics workshop, while plans to provide practical art-based classes are well advanced. The Learning Mentor is also working with individual parents on a range of issues, for example, in relation to improving pupils' attendance and in helping with the transition to the next stage of education. These initiatives, alongside the provision of good information on the curriculum and on pupils' progress and frequent opportunities for parents to come into school to see for themselves what pupils are learning, are having a positive impact on the extent to which parents are beginning to play a more active role in the life of the school.

42. There are some profitable links with the local community which benefit the pupils in practical ways. The Breakfast Club is funded by a local bakery, which not only provides the daily resources needed for the club, but also allows staff representatives to visit regularly to interact with the children who attend. Another local company sponsors football kit for the school team. Staff make good use of the local area as a curricular resource, arranging visits for the children to places of educational interest to supplement their classroom learning. In addition, visitors to school such as dancers and artists, and representatives of organisations such as the police and fire service, enhance pupils' learning by helping to bring life to the topics they are studying.

## **LEADERSHIP AND MANAGEMENT**

Overall, the leadership and management of the school are good. The school is successful because of the very good leadership and management of the headteacher and this is making a very positive impact on school improvements. Subject leaders are working effectively to develop their areas of responsibility. The governing body is very supportive and provides satisfactory governance, but this needs further development.

### **The school's main strengths and weaknesses are:**

- The clarity of vision of the headteacher has helped the school to move forward quickly in addressing the issues from the previous inspection.
- The headteacher is well supported by the deputy headteacher and the senior management team and they are fully involved in all planning and decision-making.
- Procedures for self-evaluation are good and are used to inform very good strategic planning.
- The role of the governing body has been improved but all governors need to be more effective in helping to shape the vision and direction of the school.

## **COMMENTARY**

43. The headteacher has a clear vision of the needs of the school along with a determination to raise standards in all areas of its work. She has a very good understanding of the school's strengths and areas for improvements. This is detailed within the thorough school improvement plan that drives the budget and is linked to staff development priorities. It identifies clearly where the school needs to make further improvements and is carefully monitored so that the teachers are not overburdened with too many initiatives. Underpinning this is a clear focus on raising standards which is shared by all staff.
44. The headteacher is well supported by the conscientious deputy headteacher and senior management team. They have clearly defined areas of responsibility and are working well together to bring about school improvement. Subject leaders are becoming increasingly effective. They have devised development plans to improve

their areas of responsibility. They are clear about how their subjects fit into the school improvement plan and when each area will be a school focus for development.

45. The headteacher has a very strong commitment to providing a school that meets the needs of all pupils, including those with special educational needs. The school successfully promotes racial harmony; all pupils are treated equally and have equality of opportunity, irrespective of race and gender. The school receives additional funding to support pupils from the ethnic minorities to raise achievement. This provision is well managed. The large numbers of teaching assistants and nursery nurses are well deployed and ensure a high quality of support for pupils who speak English as an additional language. These arrangements have a positive impact on pupils' learning and, as a result, pupils make good progress.
46. School self-evaluation plays an important role in identifying appropriate priorities for action. Information from standardised tests and statutory and non-statutory assessment tasks and tests gives useful information for setting individual and group targets and tracking pupils' progress. Teachers make sure that this information is used to best effect to provide an appropriate level of challenge for all pupils. Performance management strategies are an integral part of the school improvement procedures. Targets are set and training needs identified in order to raise standards and improve the quality of teaching and learning. Induction procedures for new staff are good, with a well-organised level of support in place.
47. Governance meets statutory requirements. The governing body is very supportive and now has a greater awareness of the school's strengths and weaknesses than previously. Good emphasis has been placed on addressing the issues identified at the previous inspection. The governing body now needs to be more involved in the work of the school so that all members are fully informed and in a better position to develop their role as 'critical friend'.
48. The day-to-day administration of the school is efficiently managed. The administrator and the clerical assistant make a significant contribution to the smooth running of the daily life of the school in addition to providing administrative and financial monitoring support. They are very welcoming to staff, pupils and visitors and efficiently manage a wide range of tasks.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	893,090
Total expenditure	901,344
Expenditure per pupil	2,908

Balances (£)	
Balance from previous year	55,376
Balance carried forward to the next year	47,122

49. Financial planning is very good, with resources being carefully linked to educational priorities. Spending is evaluated against its impact on raising standards. For example, the funding for a high number of support staff is making a positive impact on the quality of teaching and learning and this is beginning to improve standards. The principles of best value are central to the school's management of resources. The school successfully does all it can to promote the achievement of all its pupils. A barrier to this is the poor level of attendance and punctuality for a significant minority of the pupils, which means that valuable teaching and learning time is lost.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is very good and is a strength of the school. It is better than at the time of the previous inspection and is better resourced. Children spend between three and six terms in the nursery class, mainly on a part-time basis before starting in September or January. The work in the nursery class benefits from the very good skills of the support staff, including the two bilingual nursery nurses. Over four fifths of the children in the nursery speak English as an additional language and most start with very little English language. There is a very good teaching partnership between the teacher and the nursery nurse in the Reception class. Attainment on entry to Reception varies from year to year but, in spite of the good progress made in the nursery class, overall it is well below what could be expected, especially in language and communication skills. The work is thoughtfully and co-operatively planned, most of it based on joint half-termly topics. Across the Foundation Stage there are good systems for assessing and monitoring children's progress through the 'stepping stones' which lead to the goals for each of the six areas of learning. The Foundation Stage curriculum is very well planned and implemented and all areas of learning are given appropriate attention. Activities provided are interesting and stimulating. The co-ordinator's enthusiastic leadership and management contribute to the good provision and to children's good achievement. In the nursery class there is a very strong emphasis on children learning through play; in the Reception class there is a very strong emphasis on very focused activities, especially in literacy and numeracy. The two slightly different approaches complement one another well. In both rooms there is a calm, purposeful atmosphere characterised by high expectations to which children respond well.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children achieve best in this area of learning.
- Teaching and learning are very good and adults provide good role models.
- A stimulating and secure environment for children to learn in has been created in both rooms.

#### **Commentary**

50. Children achieve very well in this area because of the very good teaching they receive. Virtually all of them are likely to reach the national goals in this area of learning by the end of their time in Reception and most are likely to exceed them. This area underpins all the teaching and learning. Even though a significant number of children have never left their parents before, with skilful care most nursery children become happy to leave their parents and become well engaged in the activities on offer. There is strong emphasis on hygiene, healthy eating and exercise. Children are taught to be considerate and mindful of the needs and feelings of others. Reception children are strongly encouraged to do their best and take pride in their achievements. They listen sensibly, take turns and co-operate well with one another. The teaching and learning in the Foundation Stage, with its high expectations, is very effective in

promoting good behaviour and self-esteem. Children's success in this area of learning has a positive impact on all their learning in the Foundation Stage.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children who speak English as an additional language make good progress in their English language acquisition because of the very good support they receive.
- Support staff make a valuable contribution to this area of learning.
- Very focused teaching in Reception enables the children to make rapid progress.

### **Commentary**

51. This area is a very high priority because, for many of the children, limited English has a negative impact on their attainment in speaking, reading and writing. Nevertheless, around three fifths of the children are likely to reach most of the national Early Learning Goals. Around two thirds of those are likely to exceed the goals. Around two fifths of the children will still be working towards the goals, with most struggling to reach the higher level competencies in reading and writing. Nursery children benefit from a great deal of language work and games and, where appropriate, they are given good support in their first language. Children achieve well.
52. Throughout the Foundation Stage, the good and often very good teaching by the teachers and other adults provides very good opportunities to develop children's language skills. Most children demonstrate good listening skills. In all areas of learning, vocabulary and speaking skills are effectively promoted, with the adults modelling language very effectively. Most children are keen to answer questions and put their ideas into words. In nursery, children begin to develop confidence in speaking out. The staff foster an interest in books and stories and children love listening to favourite stories such as 'Goldilocks' and 'We're Going On A Bear Hunt'. They begin to use a pencil for their own 'writing', sometimes in role play such as in writing shopping lists and recipes. In Reception, children further develop their skills, partly through structured literacy sessions; they learn letter sounds and to identify initial sounds in words. They develop their writing skills, with most learning to write simple sentences. The children make good progress in the development of their early reading skills.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Mathematics is experienced through a wide range of activities.
- In the nursery class, very good use is made of songs to practise counting and other skills.
- Focused teaching in Reception enables the children to make very good progress in the development of their numeracy skills.

## Commentary

53. Around a third of the children are unlikely to meet the Early Learning Goals in this area of learning. Around two thirds are likely to meet them, most of whom are likely to exceed them. Children achieve well and make good progress because of good and sometimes very good teaching, where staff capitalise on the mathematical opportunities in many activities, such as opportunities to count. In nursery, the children learn to count up to ten and some beyond that. The higher attainers recognise numerals from 1 to 9 and gain an understanding of 'more than' and 'less than'; through simple practical activities they can find one more or one less than a number from one to ten. Reception children consolidate their early learning, recognising and matching numbers up to 20 and beyond. They become familiar with language such as 'more' and 'less' and 'heavier' and 'lighter'. The children start to record their calculations and progress becomes marked in focused numeracy sessions, such as when they make their own addition sentences by adding two sets of numbers together. Understanding is developed through counting songs, number games and imaginative play.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

54. Less work was seen during the inspection in these areas of learning, although the indications are that there is good teaching and learning. In each of the three areas, around a fifth of the children are unlikely to meet the Early Learning Goals. Around four fifths of the children are likely to meet them, with a majority achieving beyond them.
55. Children achieve well in the knowledge and understanding of the world area of learning, which is well covered through the interesting range of topics covered across the two classes. In nursery, in early historical work, children consider themselves, their families and the passing of time. Reception children learn about toys past and present; they learn about the months and seasons of the year. Through these activities children find out about past and present events in their own lives and in those of their families and other people they know. They enjoy the celebration of Christmas and Eid ul-Adha. The work provides good opportunities for baking, building and construction and developing mouse skills at the computer keyboard.
56. The good teaching ensures that children improve their physical skills as they move through the Foundation Stage and achieve well, although they do better in using larger equipment than they do in handling tools and small equipment. Children have many opportunities to develop their manipulative skills and co-ordination in cutting, sticking, threading, dressing dolls and mixing pastry; they handle tools safely and with increasing control. Children pour water and dry sand into containers and carefully assemble models using pieces from construction kits. Children take part in more energetic activities out of doors in the recently developed outdoor play area; Reception children enjoy opportunities to develop early gymnastic skills in weekly hall sessions. They ride on wheeled toys, carefully steering around obstacles; they park in numbered bays. Reception children enjoy opportunities for outdoor play as part of their three-weekly visits to use the wealth of resources after the nursery children have gone home. There are firm plans to continue to develop outdoor play, which is increasingly being imaginatively used to support work in all the areas of development.
57. Children enjoy and achieve well in the creative area of learning, which is well provided for. In both the nursery class and the Reception class, children are given good

opportunities for art, music, dance, role play, imaginative play and making music. They use crayons and felt tips to create increasingly colourful drawings. Reception children produce careful observational drawings of plants and toys. In both classes, children enjoy using lots of materials to create collages and enjoy printing. Children increasingly use their imagination in imaginative play and 'small world' play. They sing simple songs from memory and match movements to music; they enjoy playing a range of percussion instruments. They sing a good range of number rhymes, action songs and nursery rhymes. The quality of imaginative play is generally good and children enjoy playing, usually co-operatively, in the role play areas.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Standards are improving and achievement is good.
- Teaching and learning are very good for pupils in Year 6.
- Teaching assistants and the nursery nurse make a significant contribution to pupils' achievement.
- There is a need to continue raising standards in reading.
- Strategies to develop pupils' writing skills are very good.
- Leadership and management of the subject are good.

#### **Commentary**

58. Over recent years, standards in English have been consistently low. However, over the past two years, significant improvements have been made and standards are higher now than those seen at the previous inspection. The findings of the current inspection are that standards at the end of Year 2 are in line with the national average in reading and above in writing. Overall standards at the end of Year 6 are in line with the national average, although pupils reach higher standards in writing than they do in reading. Good improvements have been made because the good quality teaching is focusing on pupils' learning which in turn is raising the achievement of the pupils. Achievement across the school is good overall in speaking and listening and in writing, but less so in reading. There are no significant differences between the achievement of boys and girls. Pupils who come from a Pakistani heritage background achieve higher standards than pupils from a white British heritage background, many of whom have special educational needs. There are too few pupils from an Indian heritage background to make meaningful comparisons.
59. The quality of teaching is good overall, with very good teaching for pupils in Year 6. The quality of teaching has significantly improved in Years 3 to 6 since the last inspection, when it was unsatisfactory. Teachers show very good subject knowledge and plan lessons with clear learning objectives and targets for pupils' improvement, which are shared with pupils at the beginning of lessons. Pupils' involvement in evaluating their success at the end of the lesson is helping them to reach higher levels. The very good teaching shows challenge, rapid pace and very good modelling of appropriate language; it engages the pupils' interest well, resulting in good progress. All teachers have high expectations of pupils' behaviour and a commitment to enabling pupils to make the most of their learning opportunities.

60. The work of the support staff is an important factor in the pupils' good achievement; they are used effectively in all parts of lessons. Many help pupils who have special educational needs or whose acquisition of English is not at a similar stage as their peers to join in class discussions by sitting near them, quietly helping them understand the teacher's questions. This results in pupils who are confident enough to join in with the rest of the class. Effective help in the early part of the lessons also sets up well the work pupils do in groups. This helps pupils' self-esteem and independence.
61. Pupils achieve well in speaking and listening because teachers plan good opportunities to develop these skills; they use skilful questioning and check for understanding. By the end of Year 2, most pupils listen well to the teacher's instructions and are developing confidence in talking to their peers. In Year 6, pupils are actively involved in paired or group discussions and whole-class debates, which are effective in developing good concentration and help pupils to talk in broad range of contexts and to question others' ideas, resulting in good achievement.
62. When taking account of the limited pre-reading skills possessed by many children when they first start school, good progress is made in helping pupils to develop a range of appropriate reading skills. Teachers in Years 1 and 2 help pupils develop strategies that enable them to tackle unknown words and use thoughtful questioning to help pupils to develop a greater understanding of a text. Reading standards in Year 2 have improved. A significant proportion of pupils in Year 6 have some difficulty in fully comprehending more demanding texts. The teachers are aware of this and are addressing the issue through well-structured guided reading sessions to improve advanced reading skills. Across the school there are missed opportunities to focus more closely on specific pupils, especially potentially higher attainers, to further drive up standards. Standards need to be higher in reading across the school.
63. The school works very hard and successfully to promote pupils' writing skills. In the lessons seen, teachers used a very effective range of strategies to help pupils of all levels of attainment to achieve well in their writing. Teachers plan lessons imaginatively. Year 6 pupils debated 'Playing computer games is bad for children', to motivate them to write a balanced argument. In some lessons, pupils encounter exciting uses of language in different contexts and write extensively.
64. Good leadership and management of the subject mean that data and information obtained from teacher assessments, pupil tracking, testing and the monitoring of teaching and learning are analysed and areas of weakness are targeted systematically so that good improvements have been achieved. The subject is well resourced.

### **Language and literacy across the curriculum**

65. Opportunities to talk, to ask questions and to discuss in different subjects are used very effectively to develop speaking and listening skills. Growing use is made of other subjects to develop writing skills; these include information and communication technology, science, religious education, history and geography. This ensures that pupils begin to develop the ability to adapt their writing to a wider audience and for a greater range of purposes.

### **MATHEMATICS**

Provision in mathematics is **good**.

## **Main strengths and weaknesses**

- The school needs to continue to raise standards, notably in Years 4, 5 and 6.
- The very good support provided by teaching assistants ensures that pupils with special educational needs and those who speak English as an additional language achieve well.
- Pupils have positive attitudes and enjoy their lessons.
- Some pupils need to be encouraged to work more quickly.
- Assessment procedures are thorough and used well to determine needs.

## **Commentary**

66. Standards across the school are now higher than those found at the previous inspection. Standards at the end of Year 2 are set to be in line with the national average whilst at the end of Year 6 they are set to be below the national average. The school is making steady progress in raising standards and the attainment of pupils in Year 3 is no longer an area for concern. There are no significant differences between the attainment of boys and girls. Pupils from a Pakistani heritage background perform better than pupils from a white British background.
67. Many children start school with a very low level of mathematical understanding. They make good progress through the school and, in relation to their capability, they achieve well. The below-average standards of attainment in Years 4, 5 and 6 reflect a history of underachievement in these year groups. This issue has been addressed by staffing changes in the school but it will take time for pupils in these years to make up the deficit in their learning. The school has rightly targeted the development of numeracy skills and problem solving as priorities. This means that work on space, shape and measurement needs further development. The school is successfully using the National Numeracy Strategy together with a well-constructed programme of structured activities, consistently implemented across the school, to improve teaching and learning in mathematics. Standards are beginning to rise.
68. Achievement overall is good. Pupils with special educational needs achieve well in relation to their capabilities. Pupils who speak English as an additional language are well supported and achieve well.
69. The quality of teaching and learning is good overall. Teachers make the learning purposeful by putting activities into practical contexts and through the good use of visual aids. This was particularly evident in a Year 1 lesson on addition and subtraction, where pupils were motivated and helped to learn by moving passengers around on a double decker bus. Pupils in Year 6 enjoyed working out calculations for presents chosen for Eid. Pupils' work is usually well presented. The attitudes and behaviour of the pupils are good and make a significant contribution to their learning and achievement but there are times when they could work more quickly. Some pupils make too little contribution in oral and mental sessions, and in some lessons pupils need to be encouraged to be more productive.
70. Teaching assistants provide very good support. The quality of planning and the common approach to using strategies designed to make pupils explore various methods of calculation, together with clear explanations and instructions, are helping to provide consistency in teaching and learning across the school. Good use is made of the interactive whiteboards in some classes. Assessment procedures are thorough

and used well to identify pupils' needs. The quality of day-to-day assessment and marking of pupils' work is at least satisfactory and sometimes good.

71. The provision for homework is satisfactory throughout school and parents are increasingly supporting this work. The school valuably offers mathematics workshops for parents.
72. Leadership and management in mathematics are very good. The co-ordinator has a clear view of the strengths and weaknesses in the subject. She monitors work thoroughly and has been very pro-active in developing good assessment and recording procedures and using them to determine appropriate training and curriculum needs. The subject is well resourced.

### **Mathematics across the curriculum**

73. Pupils make effective use of mathematics as part of their work in other subjects and this helps them to begin to develop an appreciation of the practical uses for their skills. For example, they use graphs and tables to record data in geography and science; they use measuring skills in design and technology; and they use the organisation of shape and form in art and design to help make two-dimensional drawings and three-dimensional shapes.

### **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- The good quality of teaching observed is enabling most pupils to achieve well.
- Standards in science need to improve, most notably in Years 4 to 6.
- Teaching assistants make a significant contribution to pupils' achievement, especially that of those pupils who speak English as an additional language and those who have special educational needs.
- Pupils have very positive attitudes which make a significant contribution to their achievement.
- The subject benefits from strong, well-informed leadership.

### **Commentary**

74. Standards at the end of Year 2 are in line with the national average. These standards are higher than those identified in the previous report. Standards at the end of Year 6 are below the national average and are adversely affected by a history of underachievement in Years 3, 4 and 5 in recent times. In 2004, there was a significant rise in the number of Year 6 pupils reaching Level 4, the expected level for most 11-year-olds, and this is an improvement from the previous inspection. Even though standards are improving, they are still below the national average at the end of Year 6. There are no significant differences between the achievement of girls and boys. Pupils who come from a Pakistani heritage achieve better than pupils from a white British heritage background.
75. Currently across the school, pupils are achieving well in relation to their capabilities and standards are rising because of the good teaching and learning. Pupils are enthusiastic and work productively in lessons, especially when collaborating within

groups. Their good attitudes and behaviour and very good relationships enhance the quality of their learning. Pupils with special educational needs make good progress in relation to their capabilities. The teaching assistants know the pupils well and provide effective support. Pupils who speak English as an additional language receive good support from all the adults.

76. The quality of teaching and learning is good overall. This is an improvement from the previous inspection, where the quality of teaching and learning was unsatisfactory in Years 3 to 6. The very good teaching observed in a Year 6 lesson enabled pupils to understand difficult concepts as a result of very clear instruction, appropriate pace and constant reinforcement. Pupils worked well, collaboratively, to devise an effective investigation into the rate at which a solid would dissolve. Concentration and perseverance were good, resulting in all pupils achieving very well. In all the lessons observed, teachers maintained pupils' concentration by making lessons interesting, with a clear focus on developing pupils' scientific vocabulary. Tasks were well planned and presented in a way that enabled pupils of all abilities to work at appropriate levels. The teachers' good questioning strategies and subject knowledge helped pupils to look beyond descriptions of their observations and towards scientific explanations.
77. Curricular links are developing with other subjects and this is already making a positive impact on pupils' understanding of science in everyday life. In a good Year 3 information and communication technology lesson, pupils created a database using their findings from a science lesson. Observations made in class, judgements of standards reached in pupils' work and periodic assessments all contribute to teachers' understanding of what pupils can and cannot do in science. This enables teachers to plan the next steps in learning for their class in an effective way.
78. The leadership and management of the subject are good. Through the monitoring process, the co-ordinator has identified strengths and weaknesses. She is well aware that standards need to improve and is putting many strategies in place to achieve this. Effective whole-school assessment systems are in place and the school is well placed to continue making improvements and raising standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

- Pupils learn information and communication technology skills systematically.
- The quality of teaching is good and pupils achieve well.
- Leadership is good, with a clear view of where developments are required.
- The monitoring of teaching and learning is insufficiently rigorous.
- Information and communication technology is used well to assist learning in other subjects.

## **Commentary**

79. The vast majority of pupils have skill levels in information and communication technology that match expectations for their age. Standards are in line with those expected nationally at the end of Year 2 and Year 6, as they were at the time of the previous inspection. Pupils enjoy using computers and their achievement is good. A scrutiny of work shows that pupils from Year 1 onwards are able to use paint and drawing programs to make images associated with work in other curriculum areas. Pupils in Year 2 are able to program a floor 'roamer' to follow planned instructions. Year 4 pupils create repeating patterns and a range of visual effects. Most pupils can use the keyboard to enter text and many are able to add images from different sources to illustrate their work. For example, Year 5 pupils combined words and pictures taken from the Internet to create a newspaper article. By the time pupils are in Year 6, they are able to prepare a multi-media presentation and search the Internet effectively for information. In discussion, Year 6 pupils explained confidently how to apply the skills they had been taught.
80. The quality of teaching of the basic skills is good and pupils are given good opportunities to consolidate and extend their knowledge and skills in other curriculum areas, resulting in good achievement. The information and communication technology suite is efficiently used and provides very good opportunities for pupils. The interactive whiteboard is used very well to help present ideas to pupils and this is helping the learning process. There is very effective recapping of what pupils have learnt previously at the beginning of each lesson, which helps consolidate what pupils already know and what it is they are going to learn in the new lesson. This was seen in a Year 3 lesson, linked to science, where the teacher checked pupils' understanding of the technical vocabulary associated with databases before moving learning on. There was good support for those experiencing difficulties. Pupils are enthusiastic and enjoy the visual approach to learning.
81. Leadership and management of the subject are good. The co-ordinator has a clear and detailed action plan for the development of the subject, which will help to further raise standards across the school. There are plans to increase the resources, which include a proposal for providing an interactive whiteboard for every classroom to enhance the teaching and learning. Assessment procedures are in place which effectively inform teachers' planning. The monitoring of teaching and learning is informal and lacks the rigour to further identify strengths and weaknesses and drive up standards; the school sees this as an area for development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM**

82. Throughout the school, the planning of work in information and communication technology lessons provides very good opportunities to use the subject to help pupils learn in other areas of the curriculum; for example, publishing, stories and poems in English or using the Internet to research history and geography topics. This is an area of much improvement from the last inspection and is helping pupils to maximise learning opportunities. Good use is made of the 'Success Maker' computer package to boost attainment of targeted pupils in English and mathematics. Teachers also use information and communication technology to enhance their teaching; for example, through the use of the interactive whiteboard in the computer suite. The use of whiteboards will be further extended as they are brought 'on stream' in an increasing number of classrooms.

## **HUMANITIES AND CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

The work in geography and history and in art and design, design and technology, music and physical education meets statutory requirements. These subjects were not specific areas of focus for the inspection and only a limited range of evidence was sampled in most of them. As a consequence, there is insufficient evidence to make overall judgements on the quality of the provision, except in history and art and design.

## **GEOGRAPHY**

83. Only one lesson was seen in geography, therefore it is not possible to make secure judgements about standards and the quality of teaching and learning. Evidence from samples of pupils' work, teachers' planning and discussions with staff indicates that work in the subject has improved since the previous inspection.
84. The pupils in Year 2 are developing an awareness of localities beyond their own through the topic based on 'Island Homes'. Year 4 pupils demonstrate an understanding that different places may contain similar and different characteristics through comparing Bradford and Chembakolli. Within the Year 6 work, there is clear evidence that pupils can explain their views about an environmental change relating to the local community centre.
85. In the one lesson seen in Year 1, the teaching was satisfactory, with a clear learning objective which was shared with the pupils at the start of the lesson. There was useful revision of previous learning and new words discussed to help pupils' understanding and widen their range of vocabulary. Learning was made interesting through good questioning, through visual aids such as Barnaby Bear, a map and a globe and through a well planned and supported activity which resulted in most pupils responding well.
86. Good opportunities are taken to link the subject with literacy and information and communication technology. Year 3 pupils learn about life on St Lucia and use their literacy skills to record some aspects on a postcard. Following a visit to the local high street to complete a traffic survey, pupils in Year 5 use information and communication technology skills to enter data and produce graphs to answer questions. The subject is well led, with a system of simple assessments.

## **HISTORY**

Provision in history is **satisfactory**.

### **Main strengths and weaknesses**

- History is well used to develop pupils' writing skills.
- Subject self-evaluation is underdeveloped.

### **Commentary**

87. Three history lessons were observed during the inspection. These lessons together with evidence from pupils' work, displays and planning documents indicate that pupils are receiving an appropriate curriculum and that history is being well used to develop writing skills. The indications are that standards are broadly in line with those expected nationally. Assessments are made at the end of each unit of work and these identify specific needs for future lessons.
88. The work has improved since the previous inspection where standards were judged to be unsatisfactory. Sufficient time is now allocated to the teaching of history and good links are made with other subjects. The co-ordinator has had too little opportunity to fully monitor work in history as, understandably, the subject has not had a high profile over the past two years.

89. The teaching seen was at least satisfactory and some of it was good. The school uses nationally prescribed guidelines to ensure continuity and progression. There is currently a focus on cross-curricular links and much work done in Years 1 and 2, using the theme 'Then and Now,' linked history and geography well.
90. Young pupils study famous people in history, including ones from the Victorian era. Older pupils study recent British history and ancient civilisations such as the Greeks and Romans. One class showed great enthusiasm for work on the life of John Lennon. Pupils have the opportunity to write on various historical topics, and this work is making a good contribution to the development of writing skills. Some of the oldest pupils showed a good understanding of the difference between life in the ancient cities of Athens and Sparta and were quick to acknowledge their support for the democratic principles of Athenian life.
91. Good quality support for pupils with special educational needs and those who speak English as an additional language helps them to achieve well. Teachers make good use of pupils' literacy targets when marking work and giving oral feedback to pupils. In each of the lessons seen, research skills were being well developed. In two lessons this involved use of the Internet to find information. The oldest pupils demonstrated good editing skills and use of graphics in their presentations. Leadership and management of history are satisfactory. There is a good range of resources and the school makes use of visitors to the school and visits to places of historical interest in order to widen the pupils' experiences.

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Subject leadership provides good support for all teachers.
- Pupils have good opportunities to learn about world faiths.

### **COMMENTARY**

92. Evidence from the lessons observed and from a review of pupils' work indicates that standards are broadly in line with the requirements of the locally agreed syllabus, as they were at the previous inspection. Throughout the school, pupils attain at the levels expected for their age and usually achieve well. There have been improvements in the quality of provision since the last inspection. The range and quality of resources to support learning have increased; they are well organised and provide good support for all teachers.
93. Achievement is good overall, though some pupils in a Year 4 lesson could have achieved more. In a very good Year 6 lesson where pupils learned about pilgrimages, effective links were made with geography. Pupils used their mapping skills and traced journeys to places sacred to different religious beliefs. The pupils gained a very good understanding of why people go on pilgrimages.
94. From the work seen and from talking to pupils, it is clear that pupils are developing a sound understanding of a range of religious beliefs. A group of Year 6 pupils discussed the similarities between Islam and Christianity, referring to holy books and the belief in one God.

The subject contributes significantly to pupils' spiritual, moral, social and cultural development in various ways and through topics. It draws positively on the pupils' family and religious backgrounds and teaches them to respect differences. It plays a strong part in encouraging the racial harmony that exists within the school. Visits to holy buildings representative of different faiths help pupils understand that communities worship in varied ways.

95. Curriculum leadership is good and the experienced co-ordinator has good subject knowledge. Pupils' books are monitored and samples of work are collected as part of a portfolio of work. Help and advice are provided for staff to develop pupils' understanding of what has been learned. The policy and the scheme of work have both been improved and help to provide support to staff when planning lessons.

## **Art and design**

Provision in art and design is **good**.

### **Main strengths and weaknesses**

- Pupils across the school produce work of a good standard.
- The curriculum is rich and varied.

### **Commentary**

96. NO ART AND DESIGN LESSONS WERE OBSERVED DURING THE INSPECTION. EXAMPLES OF WORK ON DISPLAY THROUGHOUT THE SCHOOL ARE OF A GOOD STANDARD AND CAREFULLY PRESENTED WITH USEFUL LABELS WHICH EXPLAIN THE INSPIRATION BEHIND THE VARIOUS PIECES OF WORK. THEY ENHANCE THE SCHOOL ENVIRONMENT. ALTHOUGH NO LESSONS WERE SEEN, THE WORK ON DISPLAY AND IN FOLDERS INDICATES THAT STANDARDS ARE BETTER THAN PREVIOUSLY IN YEARS 3 TO 6 AND ESPECIALLY IN YEARS 5 AND 6. STANDARDS ARE GOOD ACROSS THE SCHOOL AND ABOVE THOSE EXPECTED NATIONALLY.
97. The curriculum is rich and varied, allowing pupils to experience and experiment with a wide variety of media. They study the work of a number of artists from a variety of cultures and are given good opportunities to interpret their styles; for example, patterns based on the work of Mondrian and still life inspired by Cezanne. Work supports other areas of the curriculum very well. Examples include textiles inspired by the Bayeux Tapestry but based on the poem 'The Owl and the Pussycat' and paintings inspired by illustrations on ancient Greek and Egyptian vases. Three-dimensional work includes chairs designed for a special person, plaster plaques of Egyptian designs, plasticine sculptures and clay models.
98. Some work is used to develop emotional responses such as facial expression. The oldest pupils study the work of the German expressionists. Paintings focus on relationships; for example, father, son, neighbours, friends. Group work includes a recreation of Monet's garden, with each pupil providing a segment.
99. The school is very innovative in the way it uses well-qualified support staff to deliver this aspect of the curriculum. A designated leader and the art co-ordinator oversee the work and staff work in conjunction with the class teacher. Work focuses on the teaching of skills and pupils are able to work in small groups. Staff are very enthusiastic and there is every indication that the system works well. The subject is well resourced. Assessments are made at the end of each project.

## **DESIGN AND TECHNOLOGY**

100. Just one lesson was observed during the inspection and there was insufficient evidence to make secure judgements about standards and the quality of teaching and learning. Work in books, teachers' planning files and photographic evidence indicate that pupils are receiving an imaginative and appropriate curriculum. Scrutiny of pupils' work files indicates that the planning and design stages are aspects of work that are developing well. This was confirmed after discussion with a group of Year 6 pupils who all agreed that they particularly enjoyed planning and designing their work. The photographs in the subject portfolio show that pupils are given a stimulating range of activities, some of which include links with other subjects.
101. The school has provided training for teaching assistants to teach design and technology. This gives teachers time to deal with administrative paperwork and allows teaching assistants very good opportunities for professional development. In the Year 6 lesson seen, the pupils designed masks and were looking forward to wearing them for a special occasion in school. They were able to provide reasons why they had chosen their design, their work was detailed and they achieved well. The subject co-ordinator is enthusiastic and has a clear view of what needs improving. She is monitoring the work of the teaching assistants to ensure their continuing professional development.

## **Music**

102. Given the school's priorities, little emphasis has been given to music over recent times. As a consequence, music is recognised as an area in need of development across the school, with a need for staff training. No lessons were seen during the inspection and so no judgments can be made on standards or the quality of teaching and learning. Pupils were observed singing in an assembly, although their singing lacked enthusiasm. The pupils have weekly music lessons taken by a teacher from the local education authority's music service over five half terms of the school year; this ensures that pupils have some access to the appropriate experiences in performance, composition and the appraisal of music, but more time needs to be allocated to ensure better access. A number of Year 5 pupils receive peripatetic teaching in brass and strings. Nursery and Reception children enjoy singing as part of the annual Nativity concert.
103. Leadership and management are satisfactory. There are plans to introduce a system of simple assessments. The work in music is in need of further resourcing. There is recognition of the need to significantly raise the profile of the subject further. The school has firm plans to extend the time given to music, to offer keyboard lessons, to give opportunities for the older pupils to develop a choir and to work towards a musical production. A difficulty that the school is facing is that some parents are reluctant for their children to become involved in musical activities on religious grounds; for example, some wish to exclude their children from music lessons during Ramadan.

## **Physical education**

104. As just one lesson was observed during the inspection, there is insufficient evidence to make secure judgements on standards and the quality of teaching and learning. The subject is following a scheme of work which ensures that pupils receive an appropriate curriculum. The subject benefits from a good-sized hall and good play space but lacks a playing field. Occasional use is made of the playing field of the local secondary school for sporting tournaments.
105. In the one lesson observed, a dance lesson for Year 5 pupils, the quality of teaching and learning was satisfactory. The pupils were enabled to create a sequence of

movements on a theme of 'rain' based on the music 'Deverish in D', chosen for its strong rhythm. The teacher gave clear explanations of the five basic movements involved in the dance and provided good opportunities for the pupils to appraise one another's work.

106. Valuable opportunities are provided for swimming, with Year 5 pupils having weekly lessons throughout the year at the local sports centre. Bi-annual residential weekends give Year 5 and Year 6 pupils good opportunities for outdoor pursuits, including orienteering and fell walking. There are a number of sporting activities provided outside the school day for pupils in Years 4, 5 and 6, including Year 6 football, dance, karate and line dancing. Boys and girls are enthusiastic about these activities, as they are about competitive events with other schools in cricket, rounders, netball and athletics.
107. The enthusiastic and experienced co-ordinator is providing good leadership and enabling the school to raise the profile of physical education. Her current involvement in a school co-ordination project with the local cluster of schools, which recently included in-service training on gymnastics, is enabling the school to enlist the support of secondary specialists. The subject is well resourced. Good use is made of a system of simple assessments. There are firm plans to further develop the monitoring and evaluation of the work in order to raise the quality of teaching and learning and there are plans to extend the extra-curricular provision to Year 3.

#### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

108. Personal, social and health education and citizenship are well promoted in all aspects of school life. The school's strong emphasis on encouraging responsibility and independence helps to promote the pupils' positive attitudes and other personal qualities. Personal, social and health education and citizenship are given a high profile by being timetabled weekly, often making use of 'circle time'. The school's policy is thorough, with a structured, progressive scheme of work which provides guidance for lesson plans for the staff, who are very enthusiastic about this area of work.
109. The programme is well organised and includes work on drugs education, bullying, relationships education and citizenship. Visits to Bradford Royal Infirmary, to the Positive Lifestyle Centre and the Life Education Centre caravan enrich the work, as does the use of visitors from the police, the school health service and the local oral hygiene service.
110. Good use is made of circle time. Pupils are encouraged to take turns, share thoughts, think about issues and, as they move through the school, show respect for views that may be different from their own. A recent issue for circle time with older pupils has been concerned with football at playtimes as it affects boys and girls. Pupils are encouraged to discuss issues in English lessons; for example, during the inspection a very sensible and reasoned debate was undertaken by Year 6 pupils on the pros and cons of children playing computer games. The school's programme contributes to the very good relationships between the pupils.
111. The School Council gives pupils insights into the democratic process, helping them to make their views known; the council members take their responsibilities very seriously. They have used their budget prudently, buying playground equipment and a 'buddy bench'; they have developed a 'house system'. Governors attend council meetings and council members attend staff meetings. Pupils of all ages show a good awareness of how to behave in a community and they usually work well together in a supportive and caring way. The provision for personal, social and health education and citizenship underpins the school's caring, community ethos where racial harmony exists and every child is valued.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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	4

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
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).*