

# INSPECTION REPORT

## **COPTHORNE PRIMARY SCHOOL**

Bradford

LEA: Bradford

Unique reference number: 107297

Headteacher: Mrs N Zaffar

Reporting inspector: Mrs Pearl White  
21547

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> February 2002

Inspection number: 190059

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

© Crown copyright 2002

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: All Saints Road

Bradford  
Postcode: BD7 3AY

Telephone number: 01274 501460

Fax number: 01274 501460

Appropriate authority: The Governing Body

Name of chair of governors: Mr J Myles

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21547	Pearl White	Registered inspector	Equal opportunities English as an additional language Art and design Music Religious education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9079	Ann Moss	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20142	Malcolm Childs	Team inspector	Mathematics Information and communication technology	
20230	Jenny Clayphan	Team inspector	Special educational needs Science	
14732	Enid Korn	Team inspector	Foundation Stage	How good are the curricular and other opportunities offered to pupils?
29378	Kenneth Watson	Team inspector	Design and technology Geography History	
30677	Peggy Waterston	Team inspector	English Physical education	

The inspection contractor was:

World-wide Education Service  
Canada House  
272 Field End Road  
Eastcote  
Middlesex  
HA4 9NA

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

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Copthorne Primary School is a larger than average, newly created primary school for 377 pupils, aged from four to eleven years and part-time nursery provision for 80 children aged three and four. It is situated near the centre of Bradford, in the University Ward, which is one of the most deprived areas in the country. The school serves a diverse, multi-ethnic community with many pupils coming from socially and economically disadvantaged homes. Approximately 99 per cent of pupils are from ethnic minority backgrounds, all of whom speak English as second language, a very high proportion in comparison with schools nationally. The remainder of the pupils are from the white population, who have only very recently joined the school. There are several children who come from refugee families. One hundred and three pupils, approximately 27 per cent, are eligible for a free school meal, which is above the national average. Attainment on entry to the nursery is very low in all areas of learning, especially in English language. The school receives additional funding through 'Excellence in Cities'. The percentage of pupils on the school's register of special educational needs and the number of pupils with a statement of special educational need are above the national average. The pupils with special needs generally have moderate learning difficulties. Copthorne was originally a first school but in September 2000 it was established as a new primary school. A number of teachers were re-deployed from local middle schools. A comprehensive building programme was finally completed in October 2001. There has been some disruption to staffing, with 25 per cent of teachers being either on a temporary contract or employed on a supply basis. New staff appointments are to be made in the near future and the school aims to have a stable staff for the new academic year.

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

This is an effective school with many good features. It is popular with parents; children enjoy coming to school and are cared for well. Relationships throughout are very good, and pupils' behaviour is good at all times. Pupils work hard and good teaching overall helps them to achieve well in English, mathematics and science by the end of Year 2 in relation to their attainment on entry. The very good leadership of the headteacher has helped to create this new primary school which has already gained a good reputation in the community. The school provides good value for money.

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

- Pupils achieve well in relation to their attainment on entry in English, mathematics and science in the infants (Year 1 and 2) and in religious education throughout the school.
- Provision for children in the nursery and reception classes is good and they make a very positive start in their learning.
- Support staff work well to provide good help for pupils with special educational needs and pupils with English as an additional language, and, as a result, all pupils make similar progress.
- Pupils develop good attitudes to school; their behaviour is good overall, and relationships throughout the school are very good.
- The leadership and management of the headteacher and key staff are good.
- Procedures for improving attendance are very good and there has been a significant recent improvement.
- Parents hold the school in high regard, and value all aspects of the quality of education and the good care it provides for their children.
- Governors fulfil their responsibilities well and the school makes very effective use of its financial resources.

## What could be improved

- Standards at the end of the juniors in English and mathematics.
- Standards in art and design and music at the end of the juniors; and in design and technology, history, geography and physical education in all classes:-
  - The use of information from assessment and monitoring procedures, in these subjects, when planning lessons, to ensure a consistent development of skills across the school.
  - The leadership and management roles of these subject leaders.
  - Literacy skills, particularly in writing in design and technology, geography and history.
  - Resources in these subjects.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Copthorne Primary has no previous report, as it was not designated as a primary school until September 2000.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools <sup>1</sup>
	1999	2000	2001	2001
English	N/A	N/A	E*	E
Mathematics	N/A	N/A	E*	E
Science	N/A	N/A	E*	E*

**Key**

well above average above    A

average                            B

average                            C

below average                    D

well below average            E

in the lowest 5% nationally    E\*

Children enter the nursery class with attainment well below that usually found for pupils of this age. Many have very little spoken language in English but they make good progress as they move through the school. By Year 6, standards are getting closer to the national average. By the time they enter Year 1, most have progressed well, but are still below the national expectations for pupils of this age in mathematics, knowledge and understanding of the world, and creative and physical development. In communication, language and literacy, they are still well below average. Progress in personal and social development is very good with children reaching the early learning goals at the end of the reception class. The 2001 end-of-year tests for Year 2 show that pupils achieve well throughout and standards were average in reading and above average in writing. Standards in mathematics have improved but were still below the national average in the tests. Teacher assessments in science showed pupils' performance was well below average. There has been greater emphasis on, and more focused teaching in, English, mathematics and science in Year 2 this year. Work seen during the inspection shows that standards have improved in science and, together with English and mathematics, pupils are working at the expected level, although fewer are at the higher levels this year.

<sup>1</sup> Schools with the same number of free school meals.

2001 was the first year that the school had pupils in Year 6 and the results of the national tests were disappointing, with standards being low and in the bottom five per cent in English, mathematics and science, which is well below the standard expected. The school has responded effectively to the disappointing results last year, and has taken appropriate action to ensure there has been more specific targeted teaching to meet weaknesses identified in pupils' learning. Work seen in English and mathematics shows that, although standards are still below average, they are improving well. Pupils' speaking skills, however, are still below those expected, as the majority of pupils speak English as a second language. A specialist teacher, who has good knowledge and understanding of the subject, and ensures pupils are interested and are making satisfactory progress, is teaching science. Attainment in Year 6 is now broadly in line with the national average, although there is little evidence of work done beyond the expected level. The school is using funds available to provide booster classes, with more focused teaching, together with specialist teaching and is moving towards its published targets, although inspection evidence indicates that they are unlikely to be achieved this year. Pupils learn effectively, irrespective of gender, ethnicity, cultural background or social circumstances. Pupils with special educational needs and those who speak English as second language are well supported and make similar progress to all other pupils. Standards in religious education are good in Year 2 and Year 6. Skills in information and communication technology are developing well and attainment is in line with pupils of a similar age in Year 2 but below expectations in Year 6. Attainment in art and design and music is at the expected level at the end of Year 2, but below expectations by Year 6. The school has worked hard to raise standards in English, mathematics and science. There has, therefore, been limited time over the past two years to concentrate on other subjects and, as yet, standards are below average in design and technology, history, geography and physical education at the end of Year 2 and Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils happily come to school and are keen to learn.
Behaviour, in and out of classrooms	Good. Behaviour in and around school is good.
Personal development and relationships	Good. Pupils work well and play well together and they co-operate and collaborate well when necessary. They treat each other and adults with courtesy and respect.
Attendance	Satisfactory. Much improved recently.

## TEACHING AND LEARNING

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

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

There has been disruption to staffing this term and approximately a quarter of the staff are on temporary or supply basis contracts and this is affecting teaching and learning at the present time. Teaching observed during the inspection was mainly satisfactory and occasionally unsatisfactory, but in approximately half of lessons it was good or very good. Teaching and learning in English, mathematics, science, information and communication technology and religious education are good in the infants. In all other subjects teaching is satisfactory and leading to pupils making satisfactory progress. In the juniors, teaching and learning are good in English, mathematics, science and religious education. However, there are limited



opportunities for pupils to be able to take part in drama or role-play activities to develop confidence in spoken language. In the unsatisfactory teaching there is weak classroom management and pupils are not encouraged to do their best. Since the purchase of the new resources, teaching in information and communication technology is good overall. Provision for pupils who speak English as a second language and for children with special educational needs is good, as the support staff assist them very well. The school has a good team of teachers and assistants who work very well together to aid the learning of all pupils irrespective of gender, ethnicity or cultural diversity. Teachers expect their pupils to work hard, teaching of basic skills is good and the management of pupils is effective. Teaching in the nursery and reception is good overall, where teachers and learning support assistants contribute to the weekly plans and work well together. When teaching is unsatisfactory there is insufficient attention given to developing children's language and social interaction. Teaching and learning of literacy and numeracy are good overall, although opportunities for pupils to apply their skills in other subjects are limited. In all other subjects teaching is satisfactory.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There are good quality learning opportunities in the Foundation Stage. The school makes good provision for literacy and numeracy. The quality and range of learning opportunities in art and design and music in the juniors, and in design and technology, history, geography, and physical education in the infants and juniors, are unsatisfactory.
Provision for pupils with special educational needs	Good. Pupils are well supported by the learning support assistants.
Provision for pupils with English as an additional language	Good. The support provided by designated English as a second language staff is good and they work well with class teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for pupils' spiritual, moral, social and cultural development is good overall. Cultural development is satisfactory. The school gives insufficient emphasis to developing the pupils' awareness of western culture.
How well the school cares for its pupils	Satisfactory. Assessment is satisfactory overall with strengths in the analysis of the formal tests. There are good procedures for ensuring pupils' welfare and a high standard of pastoral care. However, teachers do not make as much use as they should of assessment information in art and design, design and technology, history, geography and physical education when planning lessons.

The school works well with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership, supported well by her deputy. Together they are working effectively to create a new school which meets the needs of the community it serves. With supportive senior staff, they have set appropriate priorities to raise standards and taken good action to meet them. Some subject co-ordinators carry out their duties well; however, the management role is insufficiently developed in a number of subject areas.
How well the governors fulfil their responsibilities	Governors support the headteacher well and are fully involved in the strategic management of the school. They fulfil their statutory responsibilities.
The school's evaluation of its performance	Good. The headteacher and her deputy have a clear understanding of the strengths and weaknesses of the school.
The strategic use of resources	Resources are carefully targeted in order to improve rates of pupils' learning and raise levels of attainment.

The school is well staffed with good provision of support staff. The accommodation is more than adequate for teaching of the National Curriculum. Overall, learning resources are unsatisfactory and are not sufficient to meet the needs of the curriculum, particularly in design and technology, history, geography and physical education. The resources for information and communication technology are good. The principles of best value are well established in this school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school and make good progress.</li> <li>• Caring staff who are readily available</li> <li>• Teaching is good</li> <li>• Parents are well informed.</li> </ul>	

The inspection findings fully support parents' views.

## **PART B: COMMENTARY**

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

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

1. From the time pupils enter school with attainment that is low they make overall good progress and leave Year 6 with standards that are getting closer to the national average.
2. Baseline assessments and inspection evidence indicate that the majority of children start nursery with levels of attainment that are low because almost all children are at the early stages of using English. In the nursery and reception classes, all children, irrespective of their ethnicity, cultural background, ability or social circumstances, achieve very well. Consequently, the majority of children make exceptionally good progress in most aspects of their personal and social development, and they should achieve the early learning goals for this area by the end of the end of the reception year. In communication, language and literacy, mathematical development, and knowledge and understanding of the world, the children make very good progress. In their creative development and in physical development they make good progress. However, due to the low level at which they enter the nursery, their attainment is still below expectations by the time they enter Year 1. Despite very good progress, many children do not have the command and fluency of spoken English typically expected of pupils entering Year 1.
3. In 2001, the results of the National Curriculum tests at the end of Year 2 indicated that, when compared with all schools, pupils' performance in reading was in line with the national average due to higher than average number of pupils attaining the higher levels. Compared to similar schools, standards in reading were well above average. Results in writing tests, when compared to all schools, were above average. Compared to similar schools, standards were well above average. Inspection evidence indicates that standards this year, in reading and writing, are in line with national averages in Year 2, although fewer pupils are achieving the higher levels. Standards in listening are average but speaking skills are still below as the majority of pupils have English as a second language.
4. In the 2001 National Curriculum tests in mathematics at the end of Year 2, standards were below average when compared with all schools nationally, but in line with the average of similar schools. The use of assessment to monitor pupils' learning and ensure effective planning has helped to raise standards in mathematics and science. Inspection evidence indicates standards are in line with expectations in Year 2 in mathematics. The results of teacher assessments in science at the end of the infant stage were well below the national average in 2001, and well below the results of pupils in similar schools. The standard of attainment of the majority of pupils currently in Year 2 is broadly in line with the expected level, although there is no evidence of any pupils working beyond this.
5. Achievement in the infants is good. By the end of Year 2, standards in art, music and information and communication technology are average. Standards in religious education are above average. The higher than average standards in religious education result from the school's strong focus on developing a respect for each other's diversity. Standards in design and technology, geography, history and physical education are below average, due to the stresses imposed by reorganisation and the understandable emphasis on literacy and numeracy.
6. As 2001 was the first year that the school had taken part in National Curriculum tests at the end of Year 6 there is no previous evidence on which to make a comparison.

Results in English, mathematics and science were well below average and were in the bottom five per cent of schools nationally. They were well below results attained in similar schools. This is mainly due to the stresses caused by creating a new school, which affected both teachers and pupils. Teachers working in the upper juniors, together with those re-deployed from schools that were closing, were not familiar with teaching English, mathematics and science in Year 6. This, together with a change in pupil population and a number of pupils, particularly boys, who were disappointed as they were not moving to the 'big school' at the end of Year 4, had a significant impact on standards achieved last year. This had an impact on standards and comparison by gender indicated that girls performed better than boys in the end of Year 6 tests in English, mathematics and science. However, no significant difference between the attainment of boys and girls was found during the inspection.

7. Progress is now being made, with slightly more pupils getting closer to national average. The school responded effectively to the disappointing results last year. There has been significant in-service training and the school sought advice from Year 6 teachers in other schools. Teachers have improved the curriculum planning for pupils of this age, and have taken appropriate action to meet weaknesses identified in pupils' learning. They have also used assessment effectively to monitor pupils' progress, using the information to inform planning, focusing on specific areas of learning. There has been a good emphasis on the development of literacy skills, through the successful implementation of the National Literacy Strategy, and pupils' progress is satisfactory overall, although standards are still below average in Year 6 in English.
8. The school has worked hard in implementing the National Numeracy Strategy and it is having a positive effect upon standards. Although standards in mathematics are still below the national average in Year 6, pupils' learning is good throughout the juniors. They are now provided with a wide range of activities, which develops their mental abilities and enables them to work out problems in different ways. The oldest pupils have a good understanding of how to apply their knowledge to solve a variety of problems. Standards in Years 3, 4 and 5 are getting much closer to those expected for pupils of this age and pupils are making good progress.
9. In science, due attention has been given to the effective development of knowledge and understanding, and pupils' investigative skills are appropriately supported by a specialist teacher in the juniors. The standards of pupils' attainment in Year 6 are broadly in line with the national average, although there is little evidence of work done beyond the expected level.
10. The school is using the funds available to provide booster classes with more focused teaching and is now moving more towards its published targets, which are appropriately challenging; however, they are unlikely to be achieved this year. The school predicts an improvement of ten per cent over last year's results. The inspection evidence agrees that appropriate action has been taken with more focused planning and teaching, and standards are rising overall in the juniors.
11. Achievement in the juniors is satisfactory overall. Standards in religious education are good and pupils attain above the average levels expected by the locally agreed syllabus at the end of the juniors. Standards in all other subjects are below those expected for pupils of this age. The school successfully includes all pupils, and pupils with special educational needs achieve well against prior attainment. Pupils who speak English as a second language are well supported and make particularly good progress. Skills in information and communication technology are developing well and pupils' attainment is in line with that expected at the end of Year 2, but lower than expected at the end of Year 6. The school has worked hard to raise standards in English, mathematics and science. There has, therefore, been limited time over the past two years to concentrate on other

subjects and standards are below average in art, design and technology, history, geography, music and physical education at the end of the juniors.

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

12. Pupils in the nursery take time to settle into school. However, all staff place a high emphasis on social development throughout the Foundation Stage. Consequently the majority make exceptionally good progress and they are soon happy and pleased to come to school. They work alongside others, learning to share, take turns and to participate. By the time they reach the reception class, children know classroom routines and can work with some independence. They make sensible choices about what activities they want to do and concentrate for a reasonable length of time. They are eager to learn and respond well to the expectations of their teacher and talk confidently to other adults in the classroom. They behave well and are attentive in class sessions. Equally, they work with concentration and independence in their group activities. They respond well to their classmates and collaborate when sharing equipment.
13. Pupils have good attitudes to school and to their learning. The school has worked hard to instil an appreciation of learning and good attitudes among its pupils. These attitudes are reinforced by the school's good ethos. Parents report that pupils enjoy coming to school and ensure that most arrive on time each morning. Pupils are polite and cheerful and they are eager to learn. They have a positive approach to lessons and try hard to meet the expectations of their teachers, particularly in those lessons that are well organised and stimulating. Throughout the school, pupils are enthusiastic about their work and are well motivated and proud to share their successes, as was seen in a Year 4 science lesson, where the pupils were animated and hard working.
14. The safe, welcoming and calm atmosphere promoted by the school provides an environment that encourages the pupils to do their best, and they respond well to it. They develop good habits of working and settle down quickly to tasks. Sustained levels of concentration were observed in many of the lessons seen during the inspection.
15. Behaviour in and around school is good, for example in the dining hall, in assembly and when pupils are moving around the school. During lessons, when there is a change of activities, pupils move quickly and with the minimum of fuss without wasting valuable time. The rewards and sanctions systems are well established and there is a noticeable absence of oppressive behaviour, including bullying and racism. The school reacts quickly and positively as soon as it becomes aware of any incident of inappropriate behaviour. There have been no exclusions. The school's use of the 'learning mentor' scheme and the home/school liaison officer has linked good behaviour to raising academic standards.
16. The school has very good relationships among pupils and between pupils and adults. Pupils work and play together well and they co-operate and collaborate when necessary, as was seen in a Year 3 information and communication technology lesson when higher and lower ability pupils worked well together. They readily share their knowledge and skills, raising the quality of learning of the whole class. There are common rules throughout the school, and individual classroom rules, which pupils understand and follow. Pupils are friendly and treat each other and adults with courtesy and respect. At playtimes, pupils play in a happy, friendly atmosphere. Pupils identified as having special educational needs and those who have English as an additional language are totally integrated into all aspects of school life. The 'learning mentors' and some teachers use circle time sessions successfully to talk through any issues that may have arisen during, for example, playtime. Pupils, therefore, develop a good understanding of the impact of their actions on others, and respect each other's feelings, values and beliefs. This encourages the children in their personal development.

17. Pupils' personal development is good. Pupils readily accept responsibility by doing small tasks around the school and by tidying up at the end of lessons. They collect for charities and the older children help the younger ones at lunchtimes. They have helped to design their own uniforms and they have chosen the colour schemes for the new building. Some Year 6 children answer the telephones at lunchtimes.
18. Attendance levels are now satisfactory, being broadly in line with the national average. This is a recent and vast improvement, and is due mainly to the very hardworking home/school liaison officer and the 'learning mentors' who run the breakfast club. The parents are now aware of the importance of high levels of attendance, and the school is continuing to encourage children and parents to improve these figures even further. Registration procedures are properly documented and effectively implemented, meeting statutory requirements. Pupils come fairly punctually to school.

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

19. There has been a disruption to staffing this term, and a quarter of teaching staff are on temporary or supply basis contracts; this is impacting on teaching and learning throughout the school. Teaching observed during the inspection was mainly satisfactory, on occasions unsatisfactory, but, in approximately half of lessons, teaching was good or very good.
20. The quality of teaching for the Foundation Stage is good overall. The co-ordinator is based in the nursery and provides a very good example of teaching, sensitively intervening in children's play and extending their learning and opportunities for spoken language. However, when teaching is unsatisfactory there is insufficient attention given to developing children's language and social interaction. In nursery and reception, teaching of social skills is excellent, with a positive approach to managing children that enhances their self-esteem. In the reception year, elements of the numeracy and literacy strategies are usually very well taught and this is reflected in the progress children make. Teachers provide an appropriate balance of activities and these are generally well supported by adults, who talk to children and join in and extend their play. The teamwork between staff in each class is excellent and each week the planned provision is for a wide range of stimulating activities.
21. Pupils make good progress in literacy and numeracy across the school, as teachers and support staff use appropriate techniques to teach basic skills. Both the National Literacy and the National Numeracy Strategies have been implemented effectively.
22. In English and mathematics there is evidence of good quality teaching in recent times, leading directly to above average rates of learning across the school. The high quality of teachers' planning and the clarity and consistent use of assessment procedures to monitor progress and determine future pupil targets, are the key factors in the improving levels of attainment identified during the inspection. However, due to disruption in staffing, teaching seen during the inspection was satisfactory overall with good teaching being seen in the infants and some very good teaching being seen in Year 6, where pupils make rapid progress in both subjects.
23. In science, teaching is good overall. Lessons are planned clearly with good attention to the use of correct vocabulary. Extensive use of worksheets in some classes reduces opportunities for pupils to think and record for themselves. A specialist teacher in science takes many of the lessons in the junior school. Planning is usually good, reflecting teachers' secure subject knowledge with plenty of activities to stimulate the pupils, keeping them interested and wanting to find out more.

24. Teachers have good relationships with pupils, thus promoting the positive attitudes they have towards school. Where teaching is of a high standard, pupils are fully involved from start to finish. Good examples of this were seen in a Year 6 literacy lesson when good use was made of careful questioning by the class teacher to extend pupils' understanding of the written text studied. Expectations were very high and the class teacher ensured full participation from all.
25. Where teaching is good, basic skills are taught well, as seen in a numeracy lesson when clear objectives were set and pupils were learning well to represent and interpret data in a line graph. Another strength of good teaching is the use of support staff. The input of the classroom assistants and learning support assistants is of very good quality and they give discreet help to pupils who need it, enabling them to keep up with the teaching part of lessons and perform their tasks to the best of their abilities. Good use is also made of specialist teaching in both science and information and communication technology, and this has led to raised standards in both subjects. There is good use of time as lessons move at a brisk pace, ensuring that pupils work quickly towards their learning targets for the end of the lesson.
26. When learning is only satisfactory, mainly in subjects other than English, mathematics and science, teachers' own understanding of the subject is more limited. There has been limited staff training in these areas since the school changed status to a primary school. In these subjects, teachers do not use the information gained from assessment to inform their planning and ensure continuity in developing skills from year to year. Some unsatisfactory teaching occurred, including in classes not taught by the normal class teacher, because classroom control and management were weak.
27. Teaching of pupils with special educational needs is satisfactory and they have good quality support from the learning support assistants. Pupils have individual plans, written by their class teachers, that identify their requirements. Some plans are detailed and show short, clear steps for pupils to attain, but others are more general. At present there is little evidence that teachers plan for the different levels of capability in their classes; rather, they depend on support staff to help pupils who learn more slowly. Support staff work hard and well throughout each stage of the lesson, and this helps pupils, not only to grasp the point of what is being taught, but also to pay attention where they find this difficult. The pupils respond well and with real enthusiasm so that their learning is as good as the rest of the class. The good relationships between all staff and pupils create a firm trust, which helps pupils to sustain concentration. Teachers provide good opportunities for pupils to share their understanding with the rest of the class, maintaining high levels of pride, both in their contributions and in their learning.
28. The quality of teaching and support provided for pupils with English as an additional language is good. In all lessons the classroom assistants are well briefed about the planned tasks, and good support is provided within the context of mainstream activities, enabling pupils to have full access to the curriculum. Pupils who are recent arrivals and in the early stages of learning English are appropriately catered for in small groups by the externally-funded teacher, where the opportunity to focus on basic skills with intensive teaching has maximum impact.
29. The use of evaluative marking is infrequent in most classes. Marking usually concentrates on the English content and is very rarely used to promote deeper understanding, particularly in history and geography. Teachers make suitable use of homework throughout the school to further pupils' learning.
30. Resources are generally used effectively. The school has put in considerable resources and bought a number of keyboards. Year 6 pupils obviously enjoy music lessons as

they talk enthusiastically about the Indian music they have been playing. However, the lack of artefacts in some subjects, such as history, reduces the effectiveness of some lessons.

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

31. The planned curriculum is satisfactory. It is sufficiently broad to meet statutory requirements, offering all the subjects of the National Curriculum and also religious education, taught in accordance with the locally agreed syllabus. The curriculum is relevant to the understanding and interests of the pupils. The balance of the curriculum is weighted towards English and mathematics and this is appropriate to their needs. Most of the pupils have restricted knowledge and understanding of English and there is insufficient planning for developing speaking and listening skills through activities such as drama and role-play. The school is fully inclusive in all of its practices and all pupils have access to the curriculum.
32. The school has recently been restructured to include Years 5 and 6 and these year groups are fully included in the overall long-term planning. Yearly planning is broken down into appropriate units of work, drawn from nationally recommended guidance. All subjects are supported by policy documents. The overall management of the curriculum has been delegated to the deputy headteacher who has established new systems for enabling the curriculum co-ordinators to monitor and evaluate the work in their subjects; but the benefit of this approach has not yet been fully felt. The National Literacy and Numeracy Strategies are both well established and are having a good effect on pupils' learning. The school has made a good decision to introduce specialist teaching for Years 4 to 6 in science and information and communication technology and for Years 1 to 6 in music and this is raising standards in these subjects. The curriculum prepares pupils appropriately for the next stage of their education.
33. The planned curriculum for children in the nursery and reception classes is good and includes all six nationally expected areas of learning for children of this age. It is mainly presented in an exciting and stimulating manner that is appropriate for the children and promotes good concentration and learning. Elements of the National Literacy and Numeracy Strategies have been successfully introduced into the curriculum for the reception class and this prepares children well for when they enter Year 1.
34. The school offers a satisfactory programme of personal, social, health and citizenship education. Sex education is taught separately to boys and girls to meet the needs of the ethnic community. It is included as part of the personal, social and health education provision, and is taught in conjunction with science. Awareness of drugs misuse is featured in the health education programme and is developed in conjunction with the local authority's Health Caravan.
35. The school joins with other local primary schools for football tournaments. Pupils visit local primary schools and these schools send their pupils to visit Copthorne for special assemblies, and this has a positive effect on the quality of education. The relationship with the nearby secondary school is sound, aiding the transition of pupils at age eleven.
36. The provision for extra-curricular activities is good. Clubs, including out-of-hours study support for science and computers, effectively extend and broaden the curriculum. There are clubs for sewing, sports such as football and cricket, art and keyboard playing. The 'learning mentors' funded by 'Excellence in Cities' run a breakfast club and this is having a positive impact on attendance. Study support, on Saturdays for English, mathematics and computers is provided in the school building by the school staff working together with the governors and the local community.



37. The curriculum for pupils with special educational needs is good because of the good levels of support they receive. Tasks are usually adapted to suit individual pupils' special educational needs. The school writes and regularly reviews individual education plans for pupils with special educational needs so that the focus of provision is suited to each individual.
38. Pupils with English as an additional language are fully involved in all activities. Those who are recent arrivals and in the early stages of learning English are appropriately catered for by the good support given by the specialist support staff. Appropriate opportunities are used in religious education to develop pupils' insights into cultural diversity. In addition, the school deploys its staffing resources, both within the school and outside in the community, effectively to draw on pupils' own backgrounds, especially in terms of celebrating their first languages.
39. The provision for the pupils' spiritual, moral, social and cultural education is good overall. All pupils, including those with special educational needs, those who speak English as a second language and whatever their faith, are fully included in all that the school offers in these aspects.
40. The provision for the spiritual development of pupils is good. In particular, circle time is used in some classes to explore many themes, and pupils are given a variety of opportunities to consider the beliefs of others. Pupils discuss and reflect on their experiences, and this reflection significantly enhances their spiritual awareness. Statutory requirements for collective worship are met in a way which reflects the character of this predominantly Islamic school. The planning of acts of collective worship is good. Assemblies are used well to help pupils to reflect on issues, such as the part they play within the community, and the purpose of religious festivals, such as Eid and the importance of a pilgrimage to Mecca. Meaning, purpose and values are central themes in acts of worship. Visitors, such as the Islamic teacher who led two faith assemblies during the inspection, enrich pupils' spiritual development.
41. The school's overall provision for pupils' moral development is good, and most of the pupils understand the difference between right and wrong. The values of honesty, fairness and justice are very well promoted, and truth is prized and respected by the large majority. A considerable emphasis is placed on the importance of equal opportunities and personal rights. Moral development is well planned. In many classes there is provision for circle time and pupils are encouraged to discuss moral principles in all classes. In the two faith assemblies observed, pupils learned that the value of giving is not measured by the size of the gift, but by the level of sacrifice that is being made by the giver. Discussion with Year 6 pupils confirmed that the school is successfully enabling them to reflect on significant moral issues, such as racism, at a very mature level.
42. The provision for pupils' social development is good overall. All adults at the school provide good role models for pupils. Pupils are provided with good opportunities to take responsibility for their own actions and they undertake many voluntary tasks in their classrooms and around the school. A school council is in the process of being established in order to allow pupils further to express their views and take some responsibility for the development of the school. The importance of self-discipline is appropriately emphasised and the school is a very well ordered place. The principle of fairness is firmly embedded. The very good relationships in school very often contribute to good social order. School and classroom rules are usually put together by the pupils themselves. The attitude of very many older pupils towards the care of younger ones is good. Pupils mostly show initiative, when given the opportunity.
43. The provision for pupils' cultural development is satisfactory overall. It is very good in relation to Asian culture, but is less well developed in relation to western culture. Most

pupils understand the value of their own cultural traditions well. A satisfactory range of activities ensures that pupils appreciate the cultural diversity of British society; for example, pupils in Years 5 and 6 study the Tudors and in Year 3, the development of Britain since 1948. The school provides many enriching cultural experiences for its pupils. There are regular opportunities for them to appreciate art, literature and music; for example, in one assembly, pupils entered and left to the jazz music of Dave Brubeck and pupils in Year 6 were observed composing a rhythmic 'rap'. Satisfactory use is made of visits from artists, poets and theatre groups to enrich the curriculum. In addition, the broad curriculum offered in religious education makes good use of community visits and visitors from it.

44. The school has excellent links with the local community and is seen as an integral part of that community. The Community Association has recently been set up and runs extra-curricular clubs and booster classes. The school is a member of the 'Excellence in Cities' project which provides funds for the 'learning mentors.' They play a large part in supporting the children by running, for example, the breakfast club and the lunchtime clubs for information and communication technology, art and design and technology. There are Saturday morning classes for numeracy, literacy and information and communication technology held in the school, and children attend these from four local primary schools, although the majority are from Copthorne. The Community Association also raises money for the school and it has organised a very successful outing to Skegness. Staff from a local building society come in regularly to hear the children read and some of the children have visited the building society. The police and school nurse visit regularly, and the school has good links with a national building society.

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

45. The school has good procedures for ensuring pupils' welfare and its standards of pastoral care are also good. Parents and children appreciate these standards. For most children, attending the nursery is their first experience of being apart from familiar family figures; however, the induction procedures are good. Each child and their parent are well supported until the child feels confident to remain unattended.
46. Procedures for monitoring and promoting good behaviour and for monitoring and eliminating oppressive behaviour are good. Staff have high expectations for good behaviour and effective methods are in place to ensure that they are met. There is a shared understanding by all members of staff of the need to implement the clear guidance given in the school policies, and good behaviour is encouraged in ways that make sense to the children. Teaching and support staff make a significant contribution to provide a caring atmosphere and a safe and calm environment for all pupils, both in and out of lessons. Current procedures for monitoring pupils' personal and social development are good. Staff monitor children to support their needs, and any relevant information is recorded confidentially by the headteacher. The home/school liaison officer is very involved with parents and children, and parents are welcome to see any members of staff if there are any needs or concerns. The 'learning mentors' are used well to support children who would benefit from their help. All staff know pupils well and respond sympathetically to each child. Playtimes and lunchtimes are well supervised.
47. There is a strong emphasis on raising all pupils' self-esteem. Pupils are becoming confident in their dealings with each other and with all members of staff. Teachers give good praise and encouragement during lessons, and achievements – large and small – are all celebrated. This has a positive effect on pupils' confidence and encourages them to achieve more. Circle time and personal, social and health education lessons are used to help the pupils learn to understand about themselves and others, and there are opportunities for them to take responsibility with the daily routines around the school.

48. Child protection procedures are comprehensive; staff receive appropriate training to enable them to keep up to date with aspects of care and welfare. Any children in the care of the local authority are well looked after and supported at the school. There is a comprehensive health and safety policy, and regular risk assessments are carried out.
49. The procedures for monitoring and promoting attendance are very good. The school has worked very hard and attendance figures have improved in recent months. The home/school liaison officer has a very good relationship with parents. They now understand the importance of regular attendance and are discouraged from taking extended holidays. Any unexplained absences or lateness are followed up rigorously, and rewards are given for good attendance. The figures are entered and checked regularly and the school works closely with the education welfare officer and the learning mentors. Registration provides a calm and efficient start to the day.
50. Reception and nursery staff assess children's development well, and reception records are detailed. Nursery staff keep very good records, including accurate observations of individual children, but they do not always make sufficient use of these for planning how to take the individual's learning forward. The school's procedures for monitoring its pupils' academic performance are satisfactory. The assessment of pupils' attainment and progress is based on procedures that are well established in writing and mathematics. Assessment in English and in mathematics is effectively used to set targets and monitor progress of groups and individual pupils. National tests at the end of Year 2 and Year 6 are taken appropriately. Most teachers carry out assessment satisfactorily in other subjects. At the end of each unit of work pupils are assessed, with teachers judging whether the pupils have reached or exceeded their objectives. Satisfactorily presented portfolios of pupils' work are part of this process. However, teachers make little use of assessment information to guide their lesson planning in subjects other than English, mathematics and science.
51. The assessment and monitoring for pupils with special educational needs and pupils who are new to English are satisfactory in lessons. Tasks are usually adapted to suit individual pupils' needs. The school writes and regularly reviews individual education plans for pupils with special educational needs so that the focus of provision is suited to each individual.

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

52. The school fosters very positive views among parents. More than two-thirds of parents returned questionnaires and nearly all responded with a high level of agreement that they were happy with the school. The parents spoken to at the parents' meeting and during the inspection week were also very warm in their praise. They like the school particularly for its caring attitudes and believe that their children are making good progress.
53. The partnership with parents is working effectively. The school works closely with parents with the help of the home/school liaison officer and involves them in their children's education. Communication between the school and the parents is good. The Copthorne Community Association has recently been set up to link the community to the school and to help raise money to buy equipment. The links with the community are very strong and the children benefit from the increased support they receive, such as out-of-hours clubs and booster classes. The Parents' Association has organised Saturday classes to teach literacy, numeracy and information and communication technology. The school has organised classes to help parents who have difficulties with

speaking English. There is never a shortage of volunteers when help is requested for school trips.

54. All parents speak highly of the informal links with the headteacher and staff, and feel welcome in the school. Some parents of children in the reception class come into the classroom 15 minutes before the start of school so that they can become more involved in their children's learning. They appreciate the home/school agreements and regular informative newsletters. The majority of the information sent home is in two languages, and parents are confident enough to come into school if they need help with translations. Parents are well informed regarding the curriculum and topics that their children will be studying during the term. They are aware of the homework policy and of what is expected of them as parents. There are no reading records sent home. The absence of such records restricts the extent to which teachers can work with parents to improve the pupils' reading. Some parents did state that they would prefer more homework to be given at the end of the week to be done at weekends and less during the week. Some parents were concerned about the ongoing road safety issues outside the school gates. The governors are fully aware of these problems and are doing their best to improve the situation. The annual written reports to parents are satisfactory.
55. Induction procedures for children entering the nursery and reception classes are good. The home visits are appreciated. Parents are pleased with the way that their children settle into and enjoy school, and are expected to work hard. Although the parents were pleased with the arrangements for transferring to secondary school, the inspection team felt that there could be even better liaison between the two schools. However, these links are improving and a teacher from the secondary school now visits Copthorne and gives a short lesson; some Year 7 children also come to talk to Year 6.
56. The parents of pupils with special educational needs are appropriately included at consultations and have copies of the educational plans for their children.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides very good leadership and is working effectively to create a new primary school to meet the needs of the community it serves. She is supported well by her deputy, together with supportive senior staff, and they have set appropriate priorities to raise standards and have taken good action to meet them. The explicit aims and values are reflected throughout the work of the school. The future direction of the school is very well mapped out by the headteacher, governors and senior staff. School improvement and raising standards further are priorities for the school, and the management team shares a very keen commitment to this in English, mathematics and science. Two senior managers have recently left to take up promoted posts elsewhere and this, together with teachers on maternity leave, has led to a disruption in staffing this term. New appointments are to be made, so building a high-performing team is a priority for the immediate future. The way the staff support each other and function as a team is a significant strength. Continuing to build a new team is a key priority for the headteacher and her deputy. Responsibilities are clearly delegated to management staff. Some co-ordinators, for example for English and mathematics, have appropriate responsibility for monitoring standards, quality of teaching and learning in their subjects. However, this is not consistent and the management role of a number of subject co-ordinators needs to be developed further. The management team has analysed the school's strengths and weaknesses and agreed priorities for further development. These are now included appropriately in the school development plan which has been formally accepted by the governors.
58. The governing body is effective in the way it discharges its duties. The chair of governors' specialist management skills and expertise are used well to support the school. The governors are fully involved in making important, strategic decisions which affect the future direction of the school. They have a very keen understanding of the strengths and weaknesses of the school, and targets for continuing school development and improvement are appropriate and set regularly. The governing body fulfils its legal responsibilities fully. There is a positive relationship between the headteacher and the governors, particularly the chair of governors, who has frequent contacts with the school. Targets set for the national tests by the governors, with the local education authority, may not be met although there has been good progress in raising standards this year. The school is confident that it will improve on last year's results by ten per cent in the end of Year 6 tests.
59. Teaching practice is monitored and evaluated well by the headteacher and the English and mathematics co-ordinators. Teachers' expertise, particularly in science, is well deployed to influence and improve overall teaching practice in the school. Performance management procedures for teachers are good, and performance targets are clearly understood by most of the teaching staff. Teachers and support staff work well together. The steps taken to meet the school's targets for improvement are effective.
60. Management of the Foundation Stage is good, ensuring a consistency in approach between the nursery and reception years; the co-ordinator has led the introduction of the new foundation curriculum well.
61. The headteacher is currently acting as special educational needs co-ordinator. The management of the support staff continues to be very effective, enabling them to work well with pupils and encouraging them to communicate with the teachers involved. The school plans for arrangements to implement the new code of practice to be in place by the beginning of September. The school provides funding to support pupils with special educational needs in addition to the grant that it receives for this purpose.

62. The management of provision for pupils with English as an additional language is good. The deputy headteacher is fully conversant with issues relating to English as additional language issues. This clearly creates a positive environment for these pupils and facilitates a whole-school approach to raising pupils' language achievement. The specialist staff are effectively deployed and ensure all pupils with language needs are fully included in all areas of the curriculum and all aspects of school life. The school is committed to raising pupils' achievement and the specialist teacher has effective strategies for developing a partnership approach when working with class teachers.
63. The school makes good use of resources, grants and other funding. Educational priorities are well supported by the school's financial planning. The efficiency and effectiveness of the computerised financial administration systems are very good, and all the issues raised in the most recent auditor's report have been addressed. The governing body and the senior management team regularly review the school finances. Effective use is made of the new information and communication technology, and appropriate staff training is well established. Specific grants, such as the Urban Regeneration Grant, the New Opportunities Fund, Excellence in Cities and the Ethnic Minorities and Travellers' Assistance Grant, are used effectively for their designated purposes to improve the quality of learning. The effectiveness of the school's spending is monitored well and governors are kept fully informed. The school ensures that the outcome of expenditure is matched with its current objectives.
64. The school administrator and headteacher's personal assistant provides a warm and welcoming first point of contact for parents and visitors. She gives good quality support to the school management in particular and to the staff as a whole. She works closely with the school bursar, and administers the school finances very well. The principles of best value are well established in this school. The school invariably consults widely on major expenditure decisions.
65. The qualifications and number of teaching staff to meet the needs of the school are satisfactory. There are at present sufficient numbers of staff to teach the pupils, although a quarter of the teaching staff are on temporary or supply basis contracts, and this is having an impact on teaching and learning. Most teachers are satisfactorily matched to the subjects they teach, and to year groups. There has been a rigorous programme of staff development and this has been successful in training staff in the curriculum for the upper years in the juniors. It is often difficult, as was seen during the week of the inspection, to cover and support staff absences. The school made satisfactory arrangements but three teachers, on a part-time basis, covered one class, causing a disruption to pupils' learning. The school is maintaining appropriate staffing levels because it uses effective recruitment strategies such as good links with young teachers it has trained and the local college of education. The school aims to have a co-ordinator for each curriculum area, usually with the support of another teacher from the other key stage. At present not all subjects have co-ordinators due to promotion of staff or teachers on leave. In some of the non-core subjects, teachers have not received sufficient in-service training to enable them to be confident and to ensure that pupils make the best progress. Induction procedures for new staff are effective and recently qualified teachers have received good support within school and have worked effectively with their mentor teacher.
66. Teamwork is a significant feature of the school and teachers and all support staff works closely as a team. The home/school liaison worker is very effective in developing good relationships between the school, the parents and the wider community. Classroom assistants and learning support staff offer considerable support to the teachers and effectively contribute to the quality of learning for the pupils. All administrative staff, the caretaker and the lunchtime supervisors are well deployed.

67. The accommodation, set within a pleasant site, provides a good environment for learning overall. It is well maintained by the caretaker and cleaning staff, and has benefited enormously from the new building programme, which has only very recently been completed. The staff have worked very hard to make the move from the mobile classrooms. The classrooms are light and airy, and there is a new information and communication technology suite. There is a hall, but its small size restricts the range of activities within physical education. The library area in the centre of the school is satisfactorily used, but the range and condition of the books are unsatisfactory. Books to enable pupils to undertake research, particularly in geography and history, are in short supply. There are displays on the walls, but little of the pupils' own work is shown yet to celebrate their efforts.
68. Outdoors there are playgrounds and grassed areas. The playgrounds are unsuitable for games as they are uneven, and the outside area dedicated to the nursery children is muddy and has many puddles in wet weather. The undercover area for the nursery children is used for storage so that it is effectively a small area.
69. Overall, learning resources are unsatisfactory and are not sufficient to meet the needs of the curriculum, particularly in design and technology, history, geography and physical education. There is an unsatisfactory range of resources in mathematics in the juniors. The use and storage of available resources is, however, satisfactory, and they are readily accessible. The majority of these resources are appropriate to meet the needs of gender and cultural diversity. There is good provision of information and communication technology resources.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the governors, headteacher and staff should:

- Continue with plans to raise standards in English and mathematics at the end of Year 6. *(See paragraphs: 7,8,81,91)*
- To raise standards in art and design and music at the end of the juniors; and in design technology, history, geography and physical education in all year groups the school the governors and headteacher should:
  - Improve teachers' subject knowledge and understanding. *(See paragraphs: 111,116,132,156)*
  - Develop assessment and monitoring procedures in these subjects to inform teachers' planning and ensure the consistent development of skills across the school. *(See paragraphs: 111, 118,125,132,156)*
  - Develop the leadership and management roles of the subject leaders. *(See paragraphs: 111, 118,147,156)*
  - Improve the level of resourcing in these subjects. *(See paragraphs: 99,118,132,147,154)*
  - Develop literacy skills, particularly writing in design and technology, geography and history. *(See paragraphs: 117, 124,132)*

In addition to the issues above, the following weaknesses should be considered for inclusion in the school's action plan.

- Further promote speaking and listening further to improve pupils' ability to communicate. *(See paragraphs: 82,86)*
- Increase pupils' understanding of what they have read. *(See paragraphs: 83,85)*
- Provide more opportunity for drama and role-play. *(See paragraphs: 86,132)*
- Develop evaluative marking. *(See paragraphs: 96,123)*
- Improve the outdoor play area for the Foundation Stage. *(See paragraph: 78)*
- Improve library resources. *(See paragraphs: 67,90)*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	45

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	30	30	2	0	0
Percentage	0	9	44	44	3	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	40	377
Number of full-time pupils known to be eligible for free school meals		103

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	7	83

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	374

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	2.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	24	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	22	23	23
	Total	37	40	40
Percentage of pupils at NC level 2 or above	School	88 (54)	95 (62)	95 (64)
	National	84(83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	13
	Girls	22	20	19
	Total	36	37	32
Percentage of pupils at NC level 2 or above	School	86 (52)	88 (64)	76 (54)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	12	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	9
	Girls	8	5	6
	Total	17	15	15
Percentage of pupils at NC level 4 or above	School	52 (n/a)	45 (n/a)	45 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (n/a)	n/a (n/a)	n/a (n/a)
	National	72 (70)	74 (72)	82 (79)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	3
Pakistani	269
Bangladeshi	4
Chinese	1
White	2
Any other minority ethnic group	10

*This table refers to pupils of compulsory school age only.*

**Teachers and classes****Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	18.7
Average class size	26.5

**Education support staff: YR – Y7**

Total number of education support staff	16
Total aggregate hours worked per week	470

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	20
Total number of education support staff	3
Total aggregate hours worked per week	90
Number of pupils per FTE adult	13.3

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3

**Exclusions in the last school year**

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

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

**Financial information**

Financial year	2001
	£
Total income	1046689
Total expenditure	1065149
Expenditure per pupil	2554
Balance brought forward from previous year	37984
Balance carried forward to next year	19524

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.5
--	-----

*FTE means full-time equivalent.*

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

**Questionnaire return rate**

Number of questionnaires sent out

350

Number of questionnaires returned

265

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	1	0	1
My child is making good progress in school.	59	39	1	0	1
Behaviour in the school is good.	58	39	2	0	1
My child gets the right amount of work to do at home.	50	40	6	1	3
The teaching is good.	60	39	1	0	0
I am kept well informed about how my child is getting on.	62	36	1	0	1
I would feel comfortable about approaching the school with questions or a problem.	63	35	0	0	2
The school expects my child to work hard and achieve his or her best.	67	32	1	0	0
The school works closely with parents.	56	42	1	0	1
The school is well led and managed.	57	36	1	0	6
The school is helping my child become mature and responsible.	58	39	1	0	3
The school provides an interesting range of activities outside lessons.	46	41	2	0	10

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

70. The nursery provision is for 80 part-time places from the age of three. There are currently 73 children on roll, including one reception-aged child with special educational needs who has a full-time nursery place. Priority for admission to the nursery is length of time on the waiting list, with exceptions being children newly moved into the area and children with identified medical or learning needs. For most children, attending the nursery is their first experience of being apart from familiar family figures, and consequently, although the induction procedures are good, the settling process takes a considerable length of time. Assessments on entry confirm that children enter the nursery with standards well below those found nationally in all areas of learning, often with no exposure to English and with very limited experiences. To compensate for this, children enter nursery as soon after their third birthday as is practical, and if possible they stay for at least one year.
71. Provision in the nursery is good and children make good progress. They are given time to settle, to become familiar with English and to have experience of purposeful play before moving into the reception year. Almost all children in the reception year attend the nursery. There are two reception classes, each with 29 children who all stay for a full day. Children enter the reception year in September or January, depending on their date of birth.
72. Provision in the reception year is good, building well on children's previous learning, and children make good progress. The younger children have a modified curriculum well matched to their needs. Throughout both years all children are fully included, and children with severe special needs are well supported and are incorporated to the best of their capability. All staff place a high emphasis on social development throughout the Foundation Stage. Consequently the majority of children make exceptionally good progress in most aspects of their personal, social and emotional development, and they should achieve the early learning goals for this area by the end of the reception year. In communication, language and literacy, mathematical development, and knowledge and understanding of the world, children make very good progress. In their creative development and in physical development they make good progress. However, due to low level at which they enter the nursery, their attainment is still below expectations by the time that they reach the end of the reception year. Although they have made very good progress, many children are well below the expected levels in their spoken language by the time they enter Year 1. Provision for children with special educational needs is very good and they make good progress relative to their ability and prior learning.
73. The quality of teaching for children in the Foundation Stage is good overall. The co-ordinator is based in the nursery and provides a very good example of teaching, sensitively intervening in children's play and extending their learning and opportunities for spoken language. In both year groups, teaching of social skills is excellent, with a positive approach to managing children that enhances their self-esteem. In the reception year, elements of the numeracy and literacy strategies are usually very well taught and this is reflected in the progress children make. Teachers provide an appropriate balance of activities, some that are initiated by an adult and based upon a clear understanding of each child's needs, and some that children choose for themselves, fostering confidence, exploration and experiment. These activities are generally well supported by adults, who talk to children and join in and extend their play. However, when teaching is unsatisfactory there is insufficient attention given to

developing children's language and social interaction. The teamwork between staff in each class is excellent and each week the planned provision is for a wide range of stimulating activities. Reception records are very well maintained but show that opportunities for all children to engage in meaningful reading activities are not as frequent as they might be. The nursery staff keep very good records, including accurate observations of targeted children, but they do not make sufficient use of these for planning how to take the individual's learning forward or for identifying pupils who may have a special need and require additional support.

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

74. Teaching and learning for personal, social and emotional development are excellent. In the nursery each child and their parent are well supported until the child feels confident to remain unattended. Children are encouraged to concentrate as they play, to choose activities independently, and to investigate. Adults make good relationships with children, engage them in language and conversations, sometimes in their 'home' language, as they help children interact and play with toys. In this manner, children gain confidence and curiosity through experiencing a wide range of activities. Children learn to manage their own clothes and toilet needs. They work alongside others and with adults and learn to share, take turns and participate. They prepare snacks for the whole group and taste new foods. The role-play areas, such as the 'house' and the 'clinic', enable children to experiment and imagine adult life. They learn about their own culture, such as when discussing Eid and with animation identify the clothes they wear at that time. By the time they reach the reception class, children know classroom routines and can work with some independence. They make sensible choices about what activities they want to do and concentrate for a reasonable length of time. They can listen to the teacher in a whole group and some are confident to ask and answer questions. All adults working in these classes focus on improving the children's independence. The needs of pupils who are new to English and those with learning difficulties are very well met, and teaching assistants ensure that they are part of a group and well integrated. Most children make excellent progress in this aspect of their learning and the majority are likely to attain all the nationally expected early learning goals by the end of the reception year.

### **Communication, language and literacy**

75. Great emphasis is placed upon communication, language and literacy and the quality of teaching of this aspect of learning is very good. Communication and language skills are at the heart of all learning that takes place. Most children enter with no English, many have had little exposure to English and some have little language at all. Staff are very adept at developing communication and language skills through a wide variety of practical experiences. For example, teachers in the nursery intervene very well in role-play at the 'clinic' to extend language by explaining vocabulary and by modelling using phones and weighing machines to encourage conversation. Explanations are mainly in English, with some use of the main mother tongue, which is Punjabi. Adults continuously talk to the children, frequently on an individual basis asking questions as they help children. Children's functional language develops well and by the time they enter reception, many can give brief but clear instructions and answer questions appropriately. Early writing skills are encouraged in the nursery, for example when children 'write' appointments for the doctor or their name in greetings cards. In the reception year teachers skilfully develop children's writing, introducing elements of the literacy strategy such as modelling writing and composing a greeting. Nursery nurses write lists and use these to sequence, for example, the process of making biscuits. In this manner staff introduce children to the skill of structuring their thoughts as well as enabling them to write individual letters. At other times, reception children write as a small group and teachers support them as they start to construct their own simple sentence, helping them to link the sounds of letters to the sound at the beginning of

words. Book corners are not prominent features in the classrooms but hearing a book read is a planned part of the provision in all classes. There is a sufficient number of attractive good quality books and all children take books home. Children in the nursery are very familiar with several good quality stories and some hand-made books with pictures of themselves. They take delight in repetition, in making the accompanying sounds and in reciting aspects of the story with the teacher. Familiar stories, for example the 'Gingerbread Man', are linked to activities such as food preparation and children use the vocabulary in these books in their spoken language, with considerably more animation and fluency than at other times. In the Reception year, books link with the theme of 'cold weather' and are used as the stimulus for other activities such as 'small world' play in an 'icy' environment. Here, children are introduced to the early stages of a reading scheme. They are heard to read frequently but meaningful guided reading sessions are too infrequent. All reception children know that a book is read from front to back and some can 'tell' the story from the pictures. The higher and average attaining children recognise familiar words by sight and can link letters to sounds at the beginning and end of words, and the very highest attainers use this skill to read unfamiliar words. Lower attainers manage to tell something about the pictures but rarely use whole sentences. Higher attaining children form letters satisfactorily for their age, producing recognisable letters and words, and the most able write a sentence with little support. Although very good progress is made, most children are unlikely to achieve the levels expected nationally by the end of the reception year in reading and writing, and as they are still acquiring English, their spoken language is well below average.

### **Mathematical development**

76. Teaching and progress in children's mathematical development are very good overall with a strength in the development of number. Opportunities are taken in the nursery to develop skills and understanding, particularly in counting and sorting objects. Working with sand and water provides valuable early learning about, for example, the amount needed to fill large or small containers. In the reception class, children use objects to find the missing number on a number line with numbers up to ten. They enjoy working with sand, making round 'snowmen', and comparing their size. Lower attaining children, often newly transferred from the nursery, count to five and sometimes above when counting with toy models; at times their learning is well supported by a bilingual teaching assistant. The average attaining children recognise numbers up to ten and can match numbers of objects as they count. More able children count to 20 as the teacher identifies the numeral and teachers are starting to introduce the vocabulary of 'more than' and 'less than.' The most able child can count to 99 independently but there are no planned activities for working in larger numbers or to engage children in meaningful large-scale activities that require problem solving skills and which develop estimation and measurement. Children know and understand 'zero' and teachers rightly insist on the correct vocabulary. Most children know the names of a few simple shapes. Children compare longer and shorter towers they have made. They do not yet have enough command of English to describe shapes or position. Most children are unlikely to reach the nationally expected learning goals in this aspect by the end of the reception year and overall attainment is below average.

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

77. Provision, teaching and learning to develop children's knowledge and understanding of the world are very good in both nursery and reception classes, ensuring that children have a wide range of experiences. In the nursery, children use role-play areas such as the 'clinic' to gain an understanding of life outside home and school. Good learning takes place as they explore a range of materials and their properties such as dough, which they roll shape and model, sand as they scoop and pour into cylinders and water as they blow through plastic tubes. Children in both year groups use simple tools and observe materials as they make and eat a range of foods. In both reception and nursery



there is 'small world' play equipment, presented in an imaginative manner to simulate cold weather climates. Reception teachers continue this theme in the water play where children observe a large block of ice, 'an iceberg', melt and they play with model arctic animals. Teachers interact with and question children to extend their learning so that they know, for example, that ice melts more quickly in a warm environment, and that putting it in the freezer would stop the melting process. In both years, teachers provide tape recorders so children can listen to a story or songs. Nursery children are starting to control this equipment. Staff help these children to use simple programs on the computer and show them how to use the mouse to control activities on the screen. By the time they enter reception, children can confidently move objects on the screen as they explore a picture and a counting program. Reception children learn the days of the week and they observe and record the weather. They learn about festivals from the major world religions and are encouraged to reflect upon their experiences. Despite making very good progress, most children are unlikely to reach the levels expected nationally by the end of the reception class, as learning is still hindered by their language skills.

### **Physical development**

78. Teaching and learning for physical development are good overall. The nursery has direct access to a secure outdoor play facility where children develop running, pedalling and physical co-ordination skills. The reception class use this area at designated times. However, the outdoor facilities are not satisfactory as the concrete area is interspersed with former flowerbeds which have collected water and become muddy. The children also enter the play area across muddy ground, and these areas pose a potential hazard, particularly when the reception children pull trucks around them. There is no soft surface on which to construct climbing equipment and this restricts attainment in the balancing aspects of the curriculum. Nursery children have access to outdoor provision most of the time, but the covered area is used as storage, leaving little room for children's activities. However, efforts are made to provide sufficient outdoor challenge for nursery children. In the reception year there is insufficient planning to use the outdoor time as constructively as possible. Reception children enjoy movement sessions in the hall. They show satisfactory skills in controlling their movements, moving around the space as they run, hop and participate in circle games, and many of the boys demonstrate running skills appropriate for their age. In the lesson seen, a child with special educational needs was included very well. Circle time also provides good opportunities for social learning in taking turns and developing confidence. In both classes children make good gains in learning to manipulate tools when cooking and to hold pencils and brushes correctly. Nursery staff provide good teaching of cutting and sticking skills in meaningful situations. Many children make good progress but their balancing skills in particular are not well developed for their age and most would not be expected to attain the full skills expected for their age by the end of the reception year.

### **Creative development**

79. Provision and teaching for creative development are satisfactory overall and at times good. In the nursery, imaginative and creative play is stimulated by role-play areas and by activities initiated by adults. This helps to develop language skills, but children are not yet at the stage of developing their play through language or playing with others. 'Small world' activities are provided in both year groups and, although nursery children are not at the stage of playing imaginatively with this resource, in the reception year some children do create simple stories that they construct as they play. Both year groups have some opportunities for painting and, in the nursery, staff invite children to participate in a range of activities to broaden their experiences to develop their creativity. Nursery provision includes a range of collage materials for children to select and glue onto paper. In both year groups there are insufficient opportunities for children to explore colour and mark making, particularly with crayons and pencils. During the inspection,

children were making festival cards with great care and effort and these tasks were well supported by teaching assistants. In the reception year children explore and create clay snowmen that they decorate with paint. Music features in both years and children learn, and sing with some enjoyment, a range of nursery rhymes and action songs that support other areas of the curriculum well, particularly numeracy development. Nursery children enjoy formal music sessions when they listen and identify instruments. They lack the creativity, initiative and confidence to explore these instruments independently. Reception children have developed the ability to discriminate between sounds when playing games involving musical instruments. Singing for reception children is taught in the hall with the two classes together and with a supporting pianist. The opportunities for children to work with adult support in small groups and to explore music through movement are not taken. Singing skills are below those expected at this age. Progress in creative development is good overall, but children's skills are below those expected for their age and most are unlikely to meet the levels expected nationally by the end of the reception year.

## ENGLISH

80. In the 2001 national tests at the end of Year 2, standards in reading were in line with national averages and in writing they were above the national average, and they were well above the standards achieved by pupils in similar schools. These results were a significant improvement on the previous year. Inspection evidence indicates that standards overall are currently in line with the national average in Year 2, although fewer pupils this year are achieving the higher levels of attainment as there are a number of children with special educational needs in this year group.
81. At the end of Year 6 in the national tests, pupils' performance was well below the national average and that of similar schools, and in the bottom five per cent nationally. Comparisons cannot be made with other years, as the school did not have older juniors on its roll until September 2000. Inspection evidence shows that good progress is being made, with slightly more pupils getting closer to the national average, although they are still below this level. Pupils who speak English as a second language, and pupils with special educational needs make similar progress to their peers. The school responded effectively to the disappointing results last year and there has been significant in-service training to improve teachers' subject knowledge. Consequently, a more focused curriculum has been planned, and the teachers are using assessment effectively to monitor pupils' learning and to ensure pupils make progress in areas identified as weaknesses. However, targets set by the governors may not be met this year. Comparison by gender indicates that girls performed better than boys in the end of year tests. However, during the inspection there was no significant difference found between the attainment of boys and girls.
82. Nearly all pupils enter the Foundation Stage unable to speak English and the school works hard to enable pupils to function effectively in their second language. Pupils throughout the school make good progress in developing their speaking and listening skills. However, although pupils' listening skills are satisfactory, speaking skills remain below national expectations. Pupils entering the school at a later stage, and for whom English is a new language, are very well supported by specialist staff so that they have access to the full curriculum. From Year 1 onwards most pupils are able to use English appropriately within the classroom. Although, at times, some pupils continue to have difficulty following instructions, they are beginning to develop an appropriate vocabulary, speak in clear sentences, and listen well. In a lesson in Year 2, pupils demonstrated their confidence when they read expressively while sharing the text of 'Cinderella', and subsequently extended their vocabulary through the use of dictionaries. Also, in a Year 6

booster class, very good questioning by the teacher resulted in pupils being able to speak with confidence, expressing and developing their ideas most effectively.

83. Provision for pupils' reading development is satisfactory overall. Pupils enter Year 1 with below average attainment. They make good progress and attain average levels by the end of Year 2, although evidence from the inspection indicates that there are fewer pupils working at the higher levels than was the case in 2001. Year 1 pupils were seen to read simple texts accurately and use phonics to help them read unfamiliar words while reading the story of the 'Little Red Hen'. Year 2 pupils are beginning to use speech marks well and read with expression. Many pupils are good at remembering words they have seen before, and they use phonic skills well to help them read unknown words. Pupils in the juniors, however, do not always understand what they have read, nor are they thinking about what may be happening in a story and beyond. This results in standards below those expected nationally at the end of Year 6. All pupils, including those from different ethnic or cultural backgrounds, and those with special educational needs, make good progress against their prior attainment.
84. Written work seen during the inspection shows that most pupils in Year 2 have made good progress and are attaining average levels. They communicate meaning in simple sentences, beginning to use capital letters and full stops appropriately. Simple words are usually spelt correctly. Progress in writing is satisfactory in the juniors, but the proportion of pupils achieving the level expected for their age is still below expectations. A scrutiny of pupils' written work over time shows comprehensive coverage of the programmes of study. In a Year 6 lesson, pupils wrote an opening for a fantasy story, building upon their previous learning of the structure required to make stories interesting to the reader. They are beginning to use complex sentences, often with the correct punctuation. However, much of the work in Years 3 and 4 exercise books has been copied, or produced with a considerable amount of support from learning support staff. The school is beginning to place more emphasis on writing across the whole curriculum; pupils have some opportunities to develop their writing skills in other subjects, such as religious education and science. Standards in the legibility and formation of handwriting are below expectations in the juniors. Pupils are using information and communication technology for word processing at times. Although literacy is being developed in some subjects, there is a lack of opportunity to develop writing skills in history, geography and design and technology.
85. There is evidence of good quality teaching in recent times, leading directly to above average rates of learning across the school. Detailed planning ensures that lessons build upon pupils' previous learning, and they make good progress through the infants and satisfactory progress through the juniors. Due to disruption in staffing, teaching in the week of the inspection was generally satisfactory with some good and very good teaching being seen. Very good teaching was seen in a Year 6 booster class when pupils' learning was very good. Pupils used vocabulary such as 'suspense' and 'anticipation' appropriately when their teacher helped them to analyse a text to improve the effectiveness of narrative writing. In a good lesson in a lower junior class, the teacher's effective organisation and well-established routines ensured that pupils learned well. They took care when comparing two instructional texts and worked hard to use commas correctly in the independent tasks. In all the lessons observed, support staff were effective in promoting good learning, particularly when they were working with pupils in groups. The setting arrangements in Years 5 and 6, which enable pupils to be taught in smaller classes, appropriate to their prior attainment, are having a positive impact on pupils' progress. Teachers extend vocabulary well but sometimes ask questions in such a way that only one word, or a phrase, is required in response. The school has recognised the need to develop language better and is involving teachers and support staff in the infants in training in the use of guided talk. This led to a good lesson being planned around the theme of 'Cinderella'. In the one unsatisfactory lesson

seen, pupil management was weak and one of the planned activities was inappropriate for the capability and previous experience of the pupils. The use of the National Literacy Strategy is having a positive impact on standards because curriculum coverage is well planned, and continuity and progression are built into the lesson planning. Pupils have regular opportunities to share books with others when they work in groups with a teacher or assistant. However, the effectiveness of 'group guided' reading sessions varies. Too often, group reading lacks a clear focus and teachers do not use discussion well enough to guide pupils towards greater understanding of what they have been reading. Higher order reading skills are not often sufficiently promoted. In some lessons, also, there is insufficient differentiation between the tasks set for pupils of different capabilities and they are being supported to do work for which they are not always ready. However, the learning support staff provide skilled help and modify approaches to tasks in order to make them more accessible to lower ability pupils.

86. In most classes, there are limited opportunities for pupils to be able to take part in drama or role-play activities to develop confidence in spoken language. Teachers do not use discussion well enough to guide pupils towards greater understanding of what they have been reading. All classes have posters to provide information, for example, about grammar rules and punctuation, and these are often useful to pupils. Teachers make use of them as teaching aids, asking pupils to refer to them for guidance.
87. Pupils with English as an additional language are very well supported by both specialist teachers and support assistants. Sometimes broad aims for a series of lessons are identified in planning rather than a well-focused objective for the specific lesson; as a result, the plenary session at the end cannot be used as an assessment opportunity to establish whether pupils have learned what was intended. Pupils have positive attitudes to their learning and this helps them to make good progress.
88. Provision for pupils with special educational needs is good. They are well supported by the learning support staff who work closely with class teachers to ensure appropriate learning opportunities. When withdrawal takes place, such as for additional literacy support, it is in the pupils' best interests.
89. Procedures for assessing pupils' attainment and progress are comprehensive. Progress is monitored through both statutory and standardised tests. Statutory tests for seven and eleven year olds are analysed and any significant areas of weakness addressed in future medium-term planning. Termly writing assessments for all pupils are carefully and accurately marked. The progress of individual pupils is tracked so as to set targets, although the results are not yet analysed to make comparisons between groups and classes.
90. The deputy headteacher co-ordinates English well. She is knowledgeable, well informed and provides strong leadership. Resources for the subject are satisfactory overall but there are too few books to promote independent reading. Stocks of non-fiction books, particularly for upper juniors, are low. The library area is situated in the infant base and is not easily accessible to upper juniors. This is an aspect of the school's provision that requires further development so that pupils have more opportunities to develop information retrieval skills and independent learning. The available resources, which include recently acquired group sets of books for guided reading, are well organised and easily accessible to staff.

## **MATHEMATICS**

91. The standards the pupils are currently attaining in Year 2 are in line with national expectations, but they are below the expected level in Year 6. Results achieved in the

2001 national tests at the end of the infants showed that attainment was below average when compared with all schools nationally, and it was average when compared with similar schools. Attainment at the end of the juniors was very low, and in the bottom five per cent nationally. However, the rate of learning between entry into Year 1 and the end of the juniors is good for boys and girls, irrespective of ethnicity, cultural background and special educational needs. Standards have risen this year at the end of the infants, and have risen significantly at the end of the juniors. There has been considerable in-service training, which has ensured that a more focused curriculum has been planned. The teachers have taken appropriate action, delivering more specific targeted teaching to improve weaknesses identified in pupils' learning. The school has set the challenging target for 2002, of 80 per cent of pupils achieving level 4 or above in the tests, and it is likely to come close to achieving this. Comparison by gender indicates that girls performed better than boys in the end of Year 6 tests in mathematics; however, no significant difference between the attainment of boys and girls was found during the inspection.

92. The school has worked hard in implementing the National Numeracy Strategy, and in deciding which schemes of work and resources to use. The schemes are now fully in place, and are having a positive effect upon the standards the pupils are attaining. Pupils' learning is good throughout the school. They are provided with a wide range of activities, which develops their mental abilities and enables them to work out problems in different ways. The oldest pupils have a good understanding of how to apply their knowledge to solve a variety of problems. This is having a positive effect on the good progress the pupils make across the school.
93. Pupils at all levels of prior attainment in Years 1 and 2 are given a good range of tasks that makes them think. For example, pupils in Year 1 worked hard to identify the difference between odd and even numbers and the patterns that emerged when they counted on in twos – for example, 2, 4, 6, 8, 10 or 1, 3, 5, 7, 9. They particularly enjoyed counting on and counting back in 10s up to 100. The use of mathematical language by their teachers and themselves was good. Similarly, pupils in the lessons observed in Year 2 responded positively to the challenge of new work solving addition and subtraction word problems. Most pupils could successfully identify whether the mathematical process they had to use was addition or subtraction, and could accurately solve calculations such as  $61 - 37$  using a number line. Pupils who initially found difficulty with this work were supported well by the support staff. The level of work was appropriately adapted by these staff to match the needs of pupils with special educational needs, who make progress in line with other pupils in their class.
94. The range of tasks given and the level of challenge offered to pupils in Years 3 to 6 remain high and these factors are improving learning and raising standards. For example, pupils in Year 3 successfully discussed the difference between mathematical puzzles and mathematical problems and they showed a strong interest in identifying mathematical patterns. Most pupils possessed secure understanding of place value up to 1000 and successfully placed a list of three-digit numbers into sequence. In Year 4, pupils have secure understanding of the four mathematical operations of addition, subtraction, multiplication and division. They enjoy successfully counting on and counting back using large numbers. They use mathematical language, such as 'number', 'sequence', 'forwards', 'backwards', 'digit', 'next' and 'continue', confidently. Higher attaining pupils enjoyed identifying multiples, adding on in 25s up to 500 and creating their own addition and subtraction equations with answers up to 1000, using brackets. Data handling, and the presentation of that data on a line graph, challenged pupils in Year 5 and the task was closely linked to work undertaken in their information and communication technology lessons on the use of spreadsheets. Rates of learning and levels of challenge are particularly high in Year 6, where very good teaching was observed. In this year group there is a small group of Years 5 and 6 pupils with special

educational needs and also a 'once-weekly' booster class (to help pupils on the borderline of the national target level 4 to achieve this in the national tests). This is challenging pupils at a level that is appropriate for them, and as a result they achieve success. Most pupils have secure understanding of decimal fractions to three places and can use percentages correctly. Their understanding of place value to tens of thousands is good in many cases, and even pupils with special educational needs have secure understanding up to 100. Pupils are able to apply this knowledge, and their understanding of when it is appropriate to use addition, subtraction, multiplication and division to solve a word problem. They enjoyed applying this knowledge to a challenging range of problems that related to subjects, ranging from the purchase of clothes in which to celebrate Eid, to the cost of attendance at a pop concert. The quality of mathematical discussion observed was good and an illustration of the effective development of language skills across the school.

95. The pupils' attitudes and behaviour are consistently good, and often very good, throughout the school. The great majority of the pupils are well motivated within lessons. They listen very well during introductions and are well motivated to want to know more. They often discuss alternative ways to work out answers, and occasionally think up ways not thought of by the teacher. Work in exercise books is generally well presented and provides pupils with much better opportunities to learn how to set out their work correctly than when using photocopied worksheets. When in groups, pupils work together well, often correcting each other's errors sensitively. In the plenary sessions, when learning is reviewed at the ends of lessons, the pupils are enthusiastic to share their answers, but also listen well to what others have to say. The way in which mathematics is being taught across the school is making an important contribution to the moral development of pupils through the many opportunities to work with and support others. Their cultural development is also promoted through the use of mathematics in geography and history.
96. There is evidence of good quality teaching in recent times, leading directly to above average rates of learning across the school. However, teaching seen during the inspection ranged from satisfactory to good in the infants, with two-fifths being good, and in the juniors it ranged from satisfactory to very good, with just under a third being good or better; it was good overall. Strong leadership by both the infant and junior co-ordinators has ensured that established staff are committed to increasing rates of learning and raising levels of attainment. These objectives are being achieved through the effective management of in-service training, the monitoring of planning and assessment procedures, the direct observation of teaching, and the identification of current and future resource needs. The high quality of teachers' planning, along with the clarity and consistent use of assessment procedures, to monitor progress and determine future pupil targets for improvement, are the key factors in the improving levels of attainment identified during the inspection. The use of evaluative marking is unsatisfactory, as it does not tell pupils how they can improve. Teachers who are new to the school receive comprehensive support from the co-ordinators and other teachers to ensure that they too become committed to high achievement for all their pupils. A further factor in the improving standards across the school is the contribution to pupils' learning made by support staff. Nursery nurses and bilingual and other support staff work closely with their teacher colleagues in order to ensure that all the pupils have full access to the lesson being taught and are able to achieve the identified learning objectives at a level appropriate for them. The good work being carried out to ensure effective inclusion of all pupils would be further assisted if the initial planning for pupils of lower prior attainment were related more closely to where they are, rather than to where they should be according to the National Numeracy Strategy.
97. All elements of the National Curriculum programmes of study are being taught within the structure of the National Numeracy Strategy. Although there are satisfactory

opportunities for pupils to use and apply mathematics across the curriculum, these are limited to some degree by the range of resources available in the juniors. The school has already identified this weakness and is taking action to increase provision following a comprehensive audit of resource needs. During the inspection, the focus in all lessons seen was on the extension and consolidation of mathematical language, and, in many lessons, its logical use in reading and solving mathematical word problems. The emphasis on language makes a significant contribution to the development of oral, reading and written language skills among the pupils, and it benefits from the skills developed during literacy lessons. In all lessons there was a sound balance between mental mathematics starter activities, whole-class teaching, focused group work and a final plenary session to assess what the pupils had learned and to consolidate that knowledge further. In the best lessons, the good quality planning was translated into lessons conducted at a good pace where pupils were well motivated both to solve their set tasks and to devise different methods of calculation. Where lessons were satisfactory the planning was equally good, but the pace and challenge experienced by the pupils were relatively slow and there was not the sense of business and excitement seen in the better lessons.

98. Knowledge learned in mathematics plays an important part in other subjects, including the measurements involved in a design, the use of co-ordinates in geography and timelines in history, and in the entry of a formula to calculate area into a spreadsheet in information and communication technology.
99. Resource provision is satisfactory in the infants but it is unsatisfactory in the juniors. Although the teachers have been successfully overcoming the limitations that this situation imposes, additional resource provision is being given priority within the development plan for this subject.

## **SCIENCE**

100. Standards in science at the end of the infant stage, as assessed by the teachers, were well below the national average in 2001, and well below those of pupils in similar schools. Standards at the end of juniors in national tests were very low, in the bottom five per cent nationally. They were also very low when compared with similar schools. Comparison by gender indicates that girls performed better than boys in the end of Year 6 tests; however, no significant difference between the attainment of boys and girls was found during the inspection.
101. Science has recently started to have a higher focus throughout the school. Teachers are increasingly confident, have increased subject knowledge and are ensuring that pupils are interested, and standards are starting to rise.
102. Pupils in Year 2 are working at the expected level, although there is no evidence of any pupils working beyond the nationally expected level. Most pupils are making steady progress in their learning. Pupils are starting to build a good base of scientific skills. They sort living things into groups with confidence. Their restricted understanding of the nuances of the English language and their limited experience were apparent in one lesson when, after looking at a number of plants, the teacher asked, "Is a tree a plant?" Pupils took some time before agreeing that it was and why, and it became clear that they had thought 'plants' were restricted in size and had thin stalks. Time is taken ensuring that pupils have an adequate vocabulary to be able to follow lessons fully. Earlier this year, pupils investigated how to make simple circuits and their recorded work indicates good levels of understanding. They also discovered that the kind of surface and the degree of slope of the surface affect the distance a toy car will travel. Pupils in Year 1 come into the class with levels of scientific knowledge and

understanding that are below those found nationally. They make satisfactory progress in furthering their skills and understanding. Pupils with special educational needs make similar progress to the rest of their peers because they are very well supported in lessons and therefore are able to understand the main points, although at a lower level.

103. A specialist teacher with good knowledge and understanding of teaching science is ensuring that standards are rising in the juniors. Pupils in Year 6 are working at the expected level, and standards are getting closer to the national average. However, there is little evidence of work done beyond the expected level. Pupils are interested and they are all making satisfactory progress this year. For example, they have investigated how to separate mixtures, and know the different temperatures at which some solids dissolve. They demonstrate an appropriate knowledge of micro-organisms and, in a simple way, how vaccines work. The oral and written presentation of findings is at a lower level than is expected nationally, because English is an additional language for a very large majority of the pupils. It is hard to judge the attainment of pupils in Years 4 and 5, because much of their written work has been copied. However, in lessons observed, pupils showed good understanding at appropriate levels for their ages. In Year 3, good teaching enables pupils to clarify and extend their understanding of what makes a healthy diet. They show considerable understanding of proteins, fats and carbohydrates. They use the same words as used by Year 4 pupils, when studying about bones, are keen to learn and use new vocabulary, such as 'vertebrae' and 'patella' and by the end of the lesson have good knowledge of the skeleton. Pupils who speak English as a second language make similarly appropriate progress. Pupils with special educational needs are very well supported and make progress that is similar to the rest of their class, although attainment is at a lower level. Pupils new to English also make satisfactory progress.
104. Teaching overall is good and, during the inspection, it was always at least satisfactory; on occasions some good lessons were seen. Lessons are planned clearly with good attention to the use of correct vocabulary. Teachers plan closely together, ensuring that pupils have similar learning experiences in each year group. However, there is little evidence that teachers plan to challenge pupils of differing capabilities appropriately. Great reliance is placed on the skilled support staff who quietly give extra explanations or simplify questions and so enable slower learners to keep up with the pace of lessons. Teachers make good use of simple resources, such as large pictures, for example, which give pupils clear understanding of many European plants. Extensive use of worksheets in some classes reduces opportunities for pupils to think and record for themselves.
105. A specialist teacher takes many of the lessons in the junior school. Teaching is good overall in the juniors. Planning is usually good and reflects the teachers' secure subject knowledge. This means that there are plenty of activities which stimulate the pupils and keep them interested and wanting to find out more. Basic skills are taught well so that pupils make steady progress in their understanding. For example, in a Year 5 lesson, by doing a series of simple investigations, pupils advanced from thinking that sound "is something that goes in one ear and out the other," to understanding that sound is made by the vibration of objects. Through skilful questions, teachers ensure that pupils remain confident and enthusiastic. Support staff have considerable expertise, giving very good quality assistance and discreet help to pupils who need it. This then enables pupils to keep up with the teaching part of lessons and perform their tasks to the best of their capabilities. At present there is little evidence that teachers plan for the different levels of ability in their classes; rather, they depend on support staff to help pupils who learn more slowly.
106. Teachers increasingly give pupils satisfactory opportunities to practise their literacy skills in science through recording their findings and observations. There is scope to



extend this, particularly in Years 4 and 5. Pupils use their numeracy skills when they make observations of changes in temperature during investigations. They also present information in block and line graphs. There are some opportunities for pupils to use their information and communication technology skills and to develop independent research skills, but these are not yet extensive.

107. The co-ordinator is recently in post. She is knowledgeable and enthusiastic, and her influence is starting to have a positive effect on standards. The school has adopted nationally recommended guidelines to assess pupils' attainment, which are satisfactory but do not show clearly which skills pupils have learned and at what level. Results of tests in the upper juniors are carefully analysed and used to give a prediction of how well pupils should achieve at the end of each year. A portfolio of pupils' work has been started. Resources are satisfactory and teachers use them well.

## **ART AND DESIGN**

108. The attainment of pupils at the end of Year 2, including those from different ethnic or cultural backgrounds, and those with special educational needs, is in line with national expectations, and they make satisfactory gains in their learning. Since the school has been concentrating its attention on raising standards in literacy and numeracy in recent years, art and design has not received significant emphasis in the overall curriculum, and attainment at the end of Year 6 is below that expected nationally. During the inspection no complete art lessons were observed. Judgements, therefore, are largely based on evidence from work displayed around the school, teachers' planning, and interviews with pupils.
109. By the time pupils enter Year 1, they are able to control markers and apply paint with brushes, with developing accuracy. These basic skills are further developed in Year 1 so that, in Year 2, pupils' confidence in their ability is clearly shown in a range of media. A display in the classroom showed pupils in Year 1 were able to explore with different media when making a collage to illustrate the story of 'Elmer'. Information and communication technology is used satisfactorily, as seen when pupils were able to locate and access a painting program, and most used a mouse confidently to draw circles, squares and triangles. In Year 2, a portfolio of pupils' work contained good drawings with accurately placed features of 'Two Jamaican Girls' which had been inspired by the work of Augustus John. Pupils in Year 2 also remembered collecting bark from a tree, observing it carefully through a magnifying glass and using pen and ink to copy the patterns they could see. The development of satisfactory painting skills is effectively supported by the opportunities provided in other subjects, including mixing paints to colour the model vehicles they had made in design and technology. Pupils also talked excitedly about sewing and decorating finger puppets.
110. Observational drawing has an important profile in the juniors, and pupils' observational skills are developing adequately. In Year 3, pupils used pencils to sketch a picture of 'me and my family in the park', while Year 4 pupils looked carefully and sketched houses around the school. Art in the school makes a satisfactory contribution to cultural development. In Year 5, pupils decorated containers they had made with Rangoli patterns and Year 4 pupils had used Islamic symbols when studying pattern work. Discussion with a group of pupils in Year 6 showed that they are studying the work of famous artists such as Van Gogh satisfactorily, and they were beginning to use their sketchbooks occasionally to try out techniques, plan work and evaluate their final pictures. This was seen when Year 6 carefully and thoughtfully sketched a plan of a mask they were going to make that represented an 'emotion'.

111. Teachers use the national guidelines to ensure that all aspects of the programmes of study are taught. However, there has been insufficient time for changes to impact on learning and there is little evidence of three-dimensional work, particularly clay modelling. Co-ordination is unsatisfactory and there is need for in-service training, both for the co-ordinator and for all staff and this has been recognised by the school. There is an assessment policy; however, assessment outcomes are not being used to ensure consistent development of skills across the school.

## **DESIGN AND TECHNOLOGY**

112. Only two lessons were seen during this inspection, but from talking to pupils and looking at their work, standards are judged to be below expectations at the end of the infants and juniors, due to the concentration on the core subjects and the recent school reorganisation. However, taking into account their very poor skills on entry, pupils make satisfactory progress overall through the school.
113. Pupils in Year 2 have designed and made simple moving vehicles with an axle and wheels. They have looked at examples of vehicles that have an axle and are beginning to understand the importance of good design if a product is to be useful. For instance they have used a planning sheet to identify the challenge, their idea and materials that will be needed to make the vehicle. Pupils in Year 1 have looked at play equipment in the park, and are beginning to identify the different characteristics of swings, slides and roundabouts.
114. By Year 6, pupils are experiencing a wider range of design challenges. They have successfully designed and made musical instruments and have investigated how different kinds of bread are made. All, including those new to English and the less able pupils, can make a good attempt at evaluating their products and analysing what was or was not successful. In their work on fairground rides they show an increasing use of subject specific language, such as 'design criteria' and 'modification'. When drawing their own designs they identify parts such as pulley and spindle. Pupils in Year 3 have a good knowledge of food groups and most are able to say with confidence in which groups common foods belong, for example, bread as a carbohydrate and cheese as a fat. They are beginning to understand what constitutes a balanced diet, and can show this by designing their own healthy meal. Pupils in Year 4 are evaluating products with lever and linkage systems, and are looking at how these work in books with moving parts. The more able can describe how this helps the story by making it more exciting or easier to understand.
115. All pupils, including those with special educational needs, are fully included in all activities, and given good support by teaching assistants where needed. They respond well by concentrating and trying hard to carry out tasks or answer questions. They work well together in pairs or small groups, and in this way the subject makes a good contribution to personal development.
116. Pupils make sound progress through the school because of satisfactory teaching and effective planning in line with the national guidelines. However, the quality and range of learning opportunities are unsatisfactory, as teachers do not pay sufficient attention to developing pupils' skills and understanding throughout the school. For example, most pupils are unable to explain what tools or techniques they would use to create a particular model, and why a particular technique such as sticking might be suitable for some materials but not for others. In the lesson on 'books with moving parts', the teacher failed to focus clearly on the mechanisms involved, so that pupils' understanding of the technology was not advanced and they were not able to evaluate the product in any depth. Teachers share lesson objectives with pupils, but these are

often too imprecise, and plenary sessions at the end of the lesson do not identify what new learning has taken place.

117. Literacy skills are not used well in the subject. Pupils are encouraged to write about their designs but are not often given guidance about the best way to set out their work or what recording techniques to use. Insufficient attention is paid to the planning and designing process with the result that 'designs', even by the older and more able pupils, are often little more than pictures. There is no evidence that information and communication technology is used to enhance learning.
118. A reasonable range of resources is not readily available around the school, and the few displays that there are do not inspire or motivate pupils to want to find out more. A sound policy is in place, and the use of published guidance ensures coverage of all the programmes of study. Work is now assessed at the end of each unit, and samples of work have been collected by the co-ordinator to exemplify standards. Assessments are also carried out at the end of Year 2 and the end of Year 6, but are not used well in planning to develop skills consistently. Currently these are under-used to identify what skills and concepts pupils should be developing in each year group. A new co-ordinator is to be appointed in the near future. More training for staff needs to be planned to improve teachers' subject knowledge in order to raise standards.

## **GEOGRAPHY**

119. Only one geography lesson was observed during this inspection, but from talking to pupils and looking at their work, standards at the end of both key stages are judged to be below national expectations. This is due to the emphasis placed on literacy and numeracy since the school became redesignated in 2000, with some teachers not familiar with the full curriculum for a primary school. Taking into account the pupils' low attainment on entry, particularly in language skills, achievement by all groups is satisfactory overall.

120. Pupils in Year 2 are learning about different parts of the world through the use of a 'travelling' teddy bear that has visited places in this country and abroad. They understand that some countries are a long distance away and that different forms of transport can be used to get there. They are beginning to recognise and make observations about some of the features that give those places their character, and that make them different from things nearer home. For example, in their plans of a village on the island of Struay, they identify differences in houses, shops and transport. In Year 1, pupils study their immediate environment such as the classroom and the school surroundings and begin to make observations and respond to questions.
121. By Year 6, pupils are comparing the physical and human features of different localities and explaining some of the differences. They recognise that different environments affect the lives people lead, and that they may seek to improve or sustain their environment. They are becoming familiar with maps and are able to use them to locate different countries and explain some of their features such as climate or landscape. In a Year 6 lesson they were thinking about the local facilities and how they used their own leisure time. In Year 3 they have investigated the local area, drawn plans and tried to find out what the area might have looked like before all the houses were built.
122. Pupils' attitudes are generally good. They listen well and try hard to respond to teachers' questions. All are fully included in activities, and those with special educational needs are given good support by teaching assistants.
123. Teaching is satisfactory overall because the teachers' planning is sound, and their good class management and strong relationships with the pupils lead to sound progress. By the use of such strategies as the travels of Barney Bear and walks around the local area, they are succeeding in helping the pupils to learn more about their own environment and the wider world. However, teachers' own understanding of the subject is limited. Marking is often very brief and usually for English rather than geographical skills. There is little sign of most teachers using comments to deepen pupils' understanding of the world and our place in it. In a Year 6 lesson, pupils were able to describe how they spent their time outside school, but did not examine in any depth what this could tell them about their locality, or what kinds of activities were most common and why.
124. Some writing skills are promoted well through geography. In the older classes, more able pupils often produce neat and well-organised work of a good standard. However, in many classes the pupils are not clear about the purpose of the writing and do not make use of strategies such as note taking, bullet points or scanning for key ideas. Information and communication technology is not sufficiently used to support learning and there is little evidence of graphs, charts and tables being regularly used.
125. The school has adopted the national guidelines and a sound policy is now in place. However, the quality and range of learning opportunities are unsatisfactory to develop pupils' skills and concepts in this subject. There is little evidence around the school of resources being used to support and enhance the curriculum. At the time of the inspection there were few displays, and these rarely featured pupils' work. There is a lack of temperature charts, globes and maps, or news from around the world or local issues, which might stimulate discussion and fire pupils' imagination. The co-ordinator has introduced a system of assessing pupils' attainment at the end of each unit of work, and at the end of Year 2 and Year 6. These assessments are not yet used to plan for skills and concepts that need developing. There is a need for more training to ensure that all teachers have a clear idea of the geographical skills and understanding that can be expected from each age group.

## **HISTORY**

126. Since the school has reorganised, history has had a relatively low profile. Standards are below national expectations at age seven and at age eleven, but taking into account attainment on entry, progress throughout the school is satisfactory overall. Pupils from different ethnic or cultural backgrounds and those pupils with special educational needs make satisfactory progress overall.
127. In Year 2, pupils understand some of the differences between the present and the past, and can demonstrate their developing understanding of the passing of time by placing a few events in order. They know that events such as the Gunpowder Plot took place more than 100 years ago, and can find answers to simple questions about the conspiracy by studying pictures and descriptions in history books. All, including the less able, can put the events of the plot into the right order. In Year 1 pupils are looking at their own favourite toys and talking about how old they are. They know that in order to find out about old toys they will have to ask parents or grandparents, or perhaps find pictures in a book.
128. By Year 6 most pupils understand that the past can be divided into different periods of time such as the Tudor or the Victorian period. Through their studies of the past in other parts of the world, for instance Ancient Greece, they are beginning to understand that life today is still influenced by these civilisations through such things as language and the theatre. They show some knowledge of the main events, people and changes during the periods they have studied. The more able can successfully describe how they might have felt had they lived at that time, for example describing life from the point of view of a child in a Victorian school.
129. Attitudes are generally good. Pupils listen well and try hard, often working together and co-operating in a sensible way. All are fully involved and make satisfactory progress, including those with special educational needs who are given good support by teaching assistants.
130. Teaching is satisfactory overall throughout the school because teachers have good relationships with pupils and are successful in helping most pupils to know more about the past. They manage the classes well, and pupils try hard to please when answering questions or writing in their books. Teachers are trying to deepen pupils' understanding of how they can find out about the past. In a Year 3 lesson the teacher helped pupils to understand the difference between primary and secondary evidence, but the lack of any example of primary evidence, such as an artefact from the period being studied, reduced the lesson's effectiveness. Teachers' own knowledge and understanding of the subject are weak in many cases. Many lessons concentrate more on English skills such as reading and writing than they do on historical skills such as finding and evaluating different sources of evidence. Marking is usually for English content and is very rarely used to prompt deeper understanding. Teachers are not successful in making links between the present and the past and between different periods of history. They have little understanding of how the past can be represented and interpreted in different ways.
131. The subject is used well to enhance reading skills; for instance, in one lesson, pupils read an enlarged photocopy of a text about the Tudors, and most joined in very well. Speaking and listening skills are also soundly promoted in discussion. However, insufficient attention is paid to writing for a purpose. Too often pupils are simply told to write some sentences when far more precise guidance is needed. Finding evidence in a book sometimes becomes little more than copying out some sentences. There is little evidence of information and communication technology being used to enhance the curriculum.

132. The school has adopted the nationally published guidelines and, together with the use of a published programme of topics, coverage of the whole curriculum is assured. However, the quality and range of learning opportunities are unsatisfactory to ensure a consistent development of pupils' skills and understanding. Too much reliance is placed on textbooks or photocopied pages as sources of evidence. Teachers do not have the resources to bring the subject alive and nothing was seen during the inspection of any creative use of displays or artefacts. Little is done to enrich the curriculum through such things as drama and role-play, or visits and visitors. The school has recently begun to assess pupils' work at the end of each unit, but at the moment this is more to do with content than skills and understanding. These assessments now need to be used to inform teachers' planning and ensure consistent development of skills across the school. Attainment is also assessed at the end of Year 2 and the end of Year 6. Outcomes are underused to identify and plan for skills and concepts that need developing. A start has been made on a portfolio of work assessed against National Curriculum criteria that should help teachers to be clearer about what can be expected of pupils in each year group. To raise teachers' awareness and expectation of what pupils can achieve, there is a need for more training to improve the teachers' knowledge and understanding of the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

133. Overall, standards are in line with those expected nationally of pupils at the end of the infants, but they are below the expected level at the end of the juniors. The evidence of the inspection is that the quality of pupils' learning is good from the time they enter Year 1 until the end of Year 6 and that standards are rising consistently over time. The provision of specialist teaching in Years 4 to 6 is making a significant contribution to raising attainment. This is evident in the fact that pupils in Year 4 are working at, or close to, the level appropriate for their age, whereas nearly two-thirds of pupils in Year 6, who have had to make up a considerable backlog of knowledge, are not.
134. The co-ordinator is providing effective leadership that has been driving the subject forward since the creation of the new school. She has ensured that all established teaching and support staff have secure subject knowledge, reinforced by the training provided from the New Opportunities Fund and the school budget. To develop the role of information and communication technology further across the curriculum, each classroom has been equipped, this half term, with two computers linked to the school network and to the Internet. This increase in provision has led to a need for additional learning programs, and this is currently being addressed.
135. The co-ordinator works closely with the specialist teacher in the juniors to ensure that the subject is managed well and that skills are being developed progressively across the school. To achieve consistency, lessons are planned using national guidance and teaching is regularly adapted in the light of continuous assessment. There is an assessment at the end of each unit of work. This guidance is in process of being reviewed to make the work more relevant to the pupils in the school. The high expectations of teachers have made information and communication technology an exciting subject to learn, and observation in lessons and discussion with pupils confirm that most enjoy this work.
136. The teaching is good overall across the school. Effective teaching is leading to good progress throughout the school.
137. The subject is seen as embracing much more than computer skills. Pupils have access to tape recorders, are familiar with the digital cameras that are used to record their

successes, enjoy working with programmable robotic devices and, on occasions, use electronic keyboards in music.

138. In Year 1, pupils were able to locate and access a painting program, and most used a mouse confidently to draw circles, squares and triangles. Work on display in Year 2 and teachers' planning and assessment records demonstrate that pupils have sufficient knowledge and understanding of how computers are used in everyday appliances such as telephones and toys that use technology to control them. Pupils know the main features of the computer (such as the mouse, keyboard, and screen) and can load a CD-ROM. Work in other subjects indicates that they use the computer and software in literacy, mathematics, and art. The pupils have looked at the keyboard and its functions, labelling the different parts accurately. Most have successfully learned how to program a robotic floor device successfully to move it from a starting point to a planned destination.
139. Pupils in Year 3 enjoyed a challenging lesson on the use of a database to record information and make it accessible to others. This had links with science and the study of living things. Nearly all the pupils were able to load a database about amphibious reptiles independently. They could use the keyboard and mouse successfully and generally had good understanding of the purpose of menus and icons. Lower attaining pupils worked in pairs with higher attaining pupils to provide mutual support, but with both partners making contributions in the identification of the properties of different amphibians. An indication of the way in which pupils' learning is improving, and how the standards they are achieving are being raised, is shown by the similar work being undertaken on branching databases in Years 4, 5 and 6. Work in a Year 4 lesson, taken by the specialist teacher, was broadly in line with national expectations, while pupils in Year 5 are working below this level and only a third of pupils in Year 6 are working at the national target level. Pupils observed in Year 4 worked hard to spot the different characteristics of the classes in the school that were included in the database, and to identify those classes which were not included. Pupils in Year 6 had secure understanding of how to enter a simple formula into a spreadsheet to calculate the area of rectangles. Pupils behave well in lessons and they work hard to achieve success. They listen well to the contributions of others in the introductory discussion parts of lessons, and in the plenary sessions. Levels of co-operation and mutual support mean that this subject is making a good contribution to the moral and social development of pupils. Effective teamwork between teachers and support staff ensures that every child is fully included in lessons, even where the subject is initially introduced at a level that is challenging. No child is prevented from having access to the curriculum because of special educational and/or language needs.
140. Pupils' understanding of the purpose of websites and the Internet is developed across the juniors, evident in the lunchtime computer club that takes place twice each week, when some pupils were seen confidently accessing the Internet to gain information about Asian music and professional wrestling. The school has a clear policy governing the way in which pupils can access the Internet safely and without access to offensive material.
141. As pupils move through the school, their understanding of the basic functions of word processing and graphics programs is consistently developed and they make good progress. By Year 6 they are able to explain how text can be used for different purposes and most understand the use of *PowerPoint* to present information, using pictures, graphics, text and sound. Similarly, they have secure understanding of how to load and access a CD-ROM to carry out an investigation.
142. Resource provision is already good and will be even better once additional software for the new classroom computers is in place.

## MUSIC

143. All pupils, including those with special educational needs and those with English as an additional language, enjoy this subject and make satisfactory progress across the school. Singing has been a high priority in school and is developing well and is now satisfactory in Year 2 and Year 5. Music in the juniors has had a higher profile over the last two years, but, there has been insufficient time for changes to have an impact on learning, and singing in Year 6 is below the standards expected at this age. Pupils have limited opportunities to develop their skills in composition, and standards in this area are below expectations.
144. Staff throughout the school promote satisfactory listening and appraising skills, and use music to evoke a suitable atmosphere, particularly in assembly, and when appropriate music is played in the entrance hall, throughout the day. Pupils in Year 2 listened carefully and demonstrated that they could hear the difference between a high and low sound and enjoyed singing 'Row, row, row your boat' while tapping out the beat. Year 2 pupils also talked keenly about their work in music and could name some instruments in the orchestra and knew how they were played.
145. Singing in Year 5 was good, when pupils listened carefully and sang with good diction and expression. Pupils in Years 3 and 4 had some understanding of the pentatonic scale. However, the skills of composing music are generally under-developed and, whilst pupils know that they listen to music at some assembly times, they do not easily recall the names of composers or comment on how music can make them feel. Pupils' knowledge of musical instruments is satisfactory, demonstrated as they referred to the displays of musical instruments in the hall.
146. The teaching and learning are satisfactory overall. In one lesson observed, teaching was good when good relationships and good use of support staff enabled all pupils to listen carefully and take turns in tapping out the beat to a tune. In another effective lesson the teacher's good subject knowledge enabled pupils in Years 3 and 4 to sing well in a 'round'. The school has put considerable resources into the subject and bought a number of keyboards and Year 6 pupils obviously enjoy these lessons as they talk enthusiastically about the Indian music they have been playing. Their skills on the keyboard are enhanced by high-quality peripatetic instrumental tuition after school. Pupils make satisfactory progress throughout the infants and juniors, except in Year 6 where there has not been sufficient time to raise standards in musical skills. At present there is insufficient use of music from different cultures to widen pupils' knowledge and appreciation.
147. The school has adopted a published scheme of work that focuses on improved singing. This has had the desired effect and singing has improved. However, there are limited opportunities for pupils to develop their composing skills and these are unsatisfactory. There are two co-ordinators, one for the infants and one for the juniors, and they are keen and enthusiastic to develop their subject. As yet there has been insufficient time for their expertise to be shared among staff to improve standards, particularly in composing and the playing of instruments in the juniors. Some new musical instruments have been purchased, but at present these are insufficient to develop good compositional skills throughout the school.

## PHYSICAL EDUCATION



148. Standards are below expectations at the end of both key stages, because provision for pupils' physical education is poor and pupils' progress is unsatisfactory. The school has recently developed a policy for the subject and has long-term plans for the development of all aspects: gymnastics, dance, games and swimming. Teachers are beginning to make use of planning guidance provided by a nationally recognised published scheme. These arrangements have yet to make an impact on standards. The school is fully committed to inclusion and all pupils have full access to all activities and pupils who speak English as an additional language and those who have special needs make sound achievement and attain satisfactory standards.
149. Pupils are involved in activities taken by coaches from outside the school. These include Year 5 pupils, who are currently benefiting from the advice of a cricket coach sponsored by the Yorkshire Cricket Board. It is apparent from the physical activity shown by pupils in these sessions that attainment is below that expected for the age groups
150. Gymnastics skills are unsatisfactory across the school. In Year 3, when working on 'balances' pupils responded enthusiastically, balancing on various parts of the body showing satisfactory control. Pupils in Year 5 in a lesson based on sequencing 'bridge shapes' were able to begin to develop their own body shape and were beginning to show increasing control and co-ordination. Although pupils were keen and interested standards were below what would be expected for pupils of this age.
151. Standards in swimming are well below national expectations. The National Curriculum expects pupils to be able to swim 25 metres unaided before they are eleven. None of the school's pupils are able to do this. Pupils in Year 5 have had swimming lessons for a term and a half. Much lesson time has been spent developing pupils' confidence in the water before swimming activities are possible. As a result the furthest any pupil can swim is five metres, well below expectations for pupils in Year 6.
152. The quality of teaching is satisfactory. In a Year 3 gymnastics lesson pupils' demonstrations of balances were used well to spark pupils to think of new shapes; sometimes the teacher's own demonstrations restricted pupils' freedom to choose their own actions. A local cricket coach provided appropriate activities to give pupils' practice in sending, receiving, striking and travelling. The main focus of the sessions was to provide experiences rather than to aim for improvements in skills and few teaching points were made.
153. There is a keen interest in cricket in the school and pupils enjoyed a session where they learnt a few basic skills such as in throwing, catching and striking a ball. Games and competitive sport, however, are under-developed across the school.
154. Resources remain inadequate to teach the curriculum. Recent expenditure has had little impact on overall provision. Equipment for gymnastics in the hall is barely satisfactory and other aspects are under resourced, particularly playground games, and sports such as netball, football and hockey
155. Accommodation is just about satisfactory as the hall is rather small for lessons for the upper juniors, and limits their activity on gymnastic apparatus. The surface of the playground is uneven and lacks suitable markings to facilitate small team games. The grassed areas slope steeply towards the boundaries and cannot be used for games activities.
156. The co-ordinator is now supported by a 'sports link teacher', who has been newly appointed and they work well together. They are aware that the subject knowledge of some teachers is insecure and in-service training is required if teachers are to be able

to teach all aspects of physical education effectively. They are aware of the present shortcomings in provision. In a short time they have produced a policy document and planned how units of work will fit into a long-term plan to promote continuity and progression in pupils' learning over time. However, as yet they have not produced a whole school assessment system to track the pupils' progress. They now need to develop their management and leadership roles across the school to enable them to track progress and raise standards. There is now a need to develop assessment procedures to ensure that day-to-day assessment is used to inform the teaching to aid the continuous development of skills across the school.

## RELIGIOUS EDUCATION

157. At the end of Year 2 and Year 6, pupils' knowledge and understanding of religious education are above the expectations of the locally agreed syllabus. Pupils respond well in lessons and the subject makes a good contribution to the pupils' moral and cultural development. All pupils, including those with special educational needs and those with English as an additional language, make good progress. They are fully included in all aspects of learning because of the good quality support they receive. Teachers approach the subject sensitively and show respect for pupils' differing beliefs. Pupils make sound progress and achieve well in relation to their abilities on entry to the school. This is due to the commitment of the staff and the sensitive manner with which all beliefs and practices are valued. As pupils move through the school they become increasingly aware of key facts in the different religions studied. They begin to appreciate the significance of Allah, and that a deity is worshipped in different ways by the various faith communities. Younger pupils in Year 1, for example, thinking about 'something special' in the world talked about the stars and how Allah had created them. Pupils in Year 2, in discussion, were able to talk about the similarities between the prophets, Jesus and Mohammed. They could recall well the Christmas story, comparing it well with their Eid celebrations. Through discussions, they begin to have a clear understanding of moral values such as kindness, and can distinguish between right and wrong.
158. By the time they reach Year 6, pupils' knowledge and understanding of world faiths studied have developed well. In discussion, Year 6 pupils were able to express opinions on moral issues relating to events happening in the world today. They are also able to interpret how all religions influence everyday life. Scrutiny of pupils' books shows they have a good factual knowledge of beliefs, significant figures and symbols of a wide variety of religions. In Year 3, pupils were showing understanding of the importance of special books to different religions when discussing similarities and differences between the Islamic Qur'an and the Jewish Torah. Other Year 3 pupils were learning about important journeys and how Allah will always protect them. Most pupils, in their written work, focus on special people and leaders, special days and places for the main religions covered through the school: Christianity, Judaism, Islam, Buddhism and Hinduism. They also record some of the rituals, beliefs and places of worship central to other faiths studied such as Islam.
159. The quality of teaching is good overall. Teachers value pupils' contributions recognising pupils' differing beliefs and they are very sensitive to them. As a result, pupils are interested in lessons and try hard. Teachers generally give clear explanations and include pupils well in discussions. Teachers follow the scheme of work well, taking appropriate opportunities to reflect on the underlying morals of the stories. As a result, pupils have good awareness of key beliefs, practices and stories they have studied, and have good understanding of how we can learn from religion as specified in the agreed syllabus. Teachers however, do not often support learning through sensitive marking.

160. The school has adopted the locally agreed syllabus and is using it appropriately. The subject is managed satisfactorily with resources being adequate; however, there is a need for more artefacts.