

INSPECTION REPORT

Marsden County Primary School
Nelson

LEA area : Lancashire

Unique Reference Number : 119176

Headteacher : Mr. J. Barker

Reporting inspector : Mr. D. T. Watts
T12836

Dates of inspection : 18th - 21st May 1998

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Information about the school

Type of school :	Primary
Type of control :	County
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
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Appropriate authority :	Governing Body
Name of chair of governors :	Mr Simon Husband

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Main findings

- 1 Marsden Primary School is a good school with many strengths. Under the effective and purposeful leadership of the headteacher and the senior management team, the teaching and non-teaching staff have effectively developed strategies for raising pupils' achievements and to provide a positive and supportive school ethos.
- 2 Many pupils struggle with the challenge of growing up in an area which is economically disadvantaged. The school strives with much success to overcome these beginnings and this is evident in many aspects of its work.
- 3 The vast majority of pupils came from a community of Asian ethnic origin which has been settled in the neighbourhood for some time. Many pupils, however, come to school with little facility in English, and despite their generally good progress through the school, it significantly hampers their overall standards of attainment which are below the national average.
- 4 Many pupils enter the reception classes with levels of skills which are very low for their age and whilst sound progress is made the majority of pupils do not achieve the desirable learning outcomes which are set nationally for the children aged five in language, literacy and mathematics. In knowledge and understanding of the world, physical development and creative development their attainment is in line with that normally expected for their age groups.
- 5 By the end of Key Stage 1 the results of the 1997 National Curriculum tests and teacher assessments (TA's) show pupils' attainment to be well below that usually achieved nationally by seven year olds in the core subjects of English, mathematics and science. Over recent years, however, these results are showing improvement, reflecting the endeavour which the school puts into the English language teaching, focused on Key Stage 1. Inspection evidence shows that attainment is below average in all foundation subjects except design and technology, art and physical education which are in line with national expectations.
- 6 By the end of Key Stage 2 the results of the 1997 National Curriculum tests (SATs) and assessments (TAs) show pupils' attainment to be below the national average in English but broadly in line with the national average in mathematics and science.
- 7 Inspection evidence supports these results and highlights a weakness in the writing and reading aspects of English. Although by the end of Key Stage 2 many pupils can read increasingly demanding texts with growing confidence. Pupils attain higher levels in mathematics than in English and girls attain a higher percentage at level 4 than do boys. The results of the 1997 tests also indicate that pupils with English as an additional language do not attain at the same levels as those pupils with English as their first language.
- 8 In the foundation subjects, overall attainment is similar to that expected of 11 year olds nationally in design and technology, history, geography, art and physical education; in information technology, music and religious education, it is below the national expectations. However higher attaining pupils can access the CD-Rom and newspaper to find out information about farming in Greece during their geography lesson.
- 9 Although standards of attainment are low in some subjects and test results, despite an improving trend, reflect performances which are below the national average, the majority of pupils make good progress during their time in school.

- 10 The school puts due emphasis on the development of English language for many pupils through the support provided by the Section 11/EAL staff and this increases confidence in speaking as they extend their vocabulary.
- 11 Overall, pupils make sound and often better progress in all subjects of the National Curriculum except music in both key stages and science, history and geography in Key Stage 1, where progress is unsatisfactory.
- 12 Pupils display particularly positive attention to their work and learning in general and this together with their good behaviour has a positive impact on the standards achieved. There are, however, a small number of pupils who are insufficiently challenged and who do not make the progress they should. Attendance is affected when pupils make extended visits to relations abroad, their progress in school is hindered and some pupils' attainment in English regresses. This has a negative impact on the standards of attainment overall.
- 13 The quality of teaching throughout the school is sound or better in 90% of all lessons observed during the inspection. No poor teaching was observed, although 10% of the teaching seen was unsatisfactory, usually where some teachers have not had sufficient time to get to know their pupils and they find classroom discipline and management difficult, or where the planning is insufficiently phased to cater for the language difficulties of some pupils and expectations are too low. Unsatisfactory lessons are more common when teachers are working with under fives and Key Stage 1 pupils.
- 14 In almost 40% of the lessons seen the teaching was good, including four examples of very good teaching.
- 15 Good teaching, based on good subject knowledge and understanding and high levels of expectation from pupils is a feature regularly seen in the work of the specialist teachers, teachers who teach English as an additional language and the language support assistants. This specialist teaching significantly enhances the quality of provision for the pupils and has a positive impact on the standards of attainment and the progress which is made. A significant strength of the teaching for the under fives is the good teamwork with the effective use of support staff. Where the teaching for the under fives is less satisfactory it is because expectations of what children can achieve is too low and there is insufficient challenge. There is a whole team concept involving all staff.
- 16 Pupils with special educational needs are effectively supported by class teachers and by bilingual and special support assistants and they make appropriate progress, having access to the full range of the curriculum. The Code of Practice for special educational needs is fully met. The way in which the teachers manage the pupils with subsequently high standards of discipline is a strength of the school.
- 17 Expectations of pupils learning are variable and often the targets set for younger pupils in Key Stage 1 are too low. At Key Stage 2 they are well matched to the pupils' capabilities.
- 18 There is a consistent approach to detailed, corporate planning, and teachers clearly identify learning objectives in their medium and short term planning. All teachers keep good pupil records, and assessment is used to plan the next stage of learning, but it is inconsistently used across the school. The marking of pupils' work is inconsistently carried out and does not always match the requirements of the marking policy document. Homework is not consistently used in all year groups and there is no clear guidance available to parents, pupils or staff. Inspection findings support parental concerns raised at the pre-inspection meeting for parents.

- 19 Work is marked regularly but it is often not in line with the recently introduced marking policy and there are few comments on pupils' work and reading records which give guidance for improvement.
- 20 The curriculum meets the school's aims and objectives, it is broad and balanced and relevant to the pupils' intellectual and personal development. The good quality planning and close team work ensures that all subjects of the National Curriculum and religious education are taught appropriately. There is however, no provision to ensure continuity across the key stages in physical education and history. There is appropriate provision for the teaching of the arts.
- 21 All boys and girls are given equal opportunities through aspects of the curriculum including those pupils with English as an additional language, and with special educational needs.
- 22 Good provision is made for pupils with special educational needs and those pupils with English as an additional language, including good systems for their assessment. However there is no coherent system in place to use assessment information in curricular planning generally and its use is unsatisfactory. The school analyses the National Curriculum tests and uses the information appropriately. There is an appropriate range of extra-curricular activities including sport, music and community involvement.
- 23 The planning of the curriculum for the under fives is done through National Curriculum subject areas and does not include a curriculum statement for the children under five based on the six areas of learning. As a result it does not fully address the educational needs of the age group. A well managed induction system for the under fives ensures good preparation for the start to compulsory schooling but planning and assessment systems for the under fives lack a common frame of reference based on the six areas of learning.
- 24 Good provision is made for all the pupils' social development with emphasis on citizenship. The provision for the pupils' moral development is good and they have a clear understanding of the difference between right and wrong. Their spiritual development is well promoted through daily assemblies, class lessons and religious education. The provision for the pupils' cultural development is satisfactory overall and it is enhanced through music, drama and sports activities. These all contribute to an environment which reflects the school's commitment to shared values, respect and consideration for others.
- 25 The school provides a range of opportunities to develop responsibility, and older pupils are encouraged to care for younger ones and set a good example. The staff provide good role models for the promotion of moral and social values. All the staff generally know the pupils well and they make a good provision for the pupils' welfare and guidance and this has a good impact on the educational standards achieved.
- 26 The school's discipline policy is effective and the good standards of behaviour have a positive impact on the standards achieved.
- 27 The pupils with English as an additional language and those pupils with special educational needs receive good support and are well-integrated into all aspects of school life.
- 28 There are clearly defined child protection procedures in place with a nominated responsible person.

- 29 The school's partnership with parents is strong and there is effective parental involvement in school. The good rapport between teachers and parents, and pupils and teachers, ensures that pastoral matters are addressed promptly and effectively. Good lines of communication between home and school are in place in respect of the welfare of all pupils, and parents receive good quality written reports annually. Links with the community and the local high schools are satisfactory and the school has strong links with Business Education Partnerships.
- 30 The school is managed effectively and benefits from the purposeful leadership of the headteacher who is highly respected and his work greatly valued by staff, pupils, parents, and governors. With the support of the deputy headteacher, senior management team, and governing body, he has successfully developed a good management framework through which the work of the school can be addressed.
- 31 The governing body are fully involved in the life of the school through a range of appropriate committees which have a clear impact on pupils' progress and the quality of education provided. The school development plan is a useful, effective working document which addresses the clearly laid out aims and objectives which are reflected in the daily life of the school.
- 32 Further curriculum development and the raising of standards are now restricted by the absence of regular direct monitoring, and the lack of evaluation and support of classroom practice by senior staff.
- 33 Detailed arrangements are in place to ensure that appropriate support is available for those pupils for whom English is an additional language; it has become an integral feature of the school and is deployed so as to ensure maximum effectiveness.
- 34 The school, which runs smoothly on a day to day basis, has effective internal and external communications. The number, qualifications and expertise of the teachers and other classroom staff are satisfactory. The teachers are given effective support by experienced and skilful staff in respect of those pupils with special educational needs and those who have English as an additional language. There is efficient management of the in-service training programme for all staff and good quality induction provision for newly qualified staff. All curriculum areas have a co-ordinator and all staff have clearly defined job descriptions.
- 35 A well qualified and enthusiastic team of teachers provide effective support for those pupils who have English as an additional language.
- 36 The administration staff, ancillary, caretaking and cleaning staff all contribute to the smooth running of the school.
- 37 The accommodation which provides adequate space for the number of pupils on roll presents several management problems. The nature of the steeply sloping site and the complex levels of different classrooms present difficulties in resource management and inhibits certain activities of the curriculum, for example, physical education. Access is poor for disabled persons and users of wheelchairs. Nevertheless the school makes best use of all accommodation. Generally, learning resources are adequate and of good quality, although some of the computers are unable to operate the range of software available due to their age.
- 38 The resources available to the school are efficiently and effectively managed; educational developments are supported well through the careful financial management of the headteacher and governing body.

- 39 Financial decisions are firmly noted in a commitment to raising standards; there are clear indications that standards are rising and the quality of education is evaluated on a regular basis. The small carry over figure from previous years is targeted to maintain staffing levels against a falling roll situation.
- 40 The school recently gained 'The Investors in People' award and the effectiveness of staff development is given a high profile. Good use is made of all resources available for special educational needs, English as an additional language and the in-service training of staff.
- 41 There are appropriate daily routines which enable the school to run smoothly. It is a safe and orderly community. In view of (i) the good progress made by the majority of pupils in most subject areas of the National Curriculum, many of whom have well-below the attainment expected of children of their age on entry and little or no facility in English (ii) the good standard of pupil behaviour and their positive attitudes; (iii) the improving levels of attainment in the core subjects at the end of Key Stage 2; (iv) the good quality of provision for the pupils' spiritual, moral, social and cultural development and their support guidance and welfare; (v) the below average costs per pupil; the quality of education provided and the standards achieved represent good value for money.

Key issues for action

- 42 To build upon their success, the governing body, headteacher and staff should continue to raise standards by:-
- continuing to raise levels of attainment in both key stages in English R.E. and information technology, and in mathematics and science at Key Stage 1.
 - raising the levels of attendance in both key stages;
 - implementing a workable homework policy which is clearly understood by pupils, parents and staff;
 - further developing consistent procedures to improve the assessing of pupils' attainment and its use in informing curriculum planning;
 - raising the expectations of teachers for the under fives and in Key Stage 1, of what pupils can achieve and provide them with more challenging work which meets their capabilities.
 - ensuring that the current marking policy is reviewed and maintained throughout the school to identify what pupils have achieved and what targets are set for improvement;.
 - continuing to expand the management role of the senior management team and the curriculum co-ordinators to monitor teaching, curriculum continuity, progression and assessment procedures on a regular basis.

Introduction

Characteristics of the school

- 43 Marsden Primary School is a 4 to 11 age range school with 504 pupils on roll; numbers on roll have decreased over the past four years from 610 to the present number. There is an approximate equal split between the genders but pupils frequently arrive and depart during the academic year and this can cause significant fluctuations to both numbers on roll and the gender balance.
- 44 73% of the pupils come from families with a Pakistani/Muslim background. English is a second language for many of those pupils whose own language is Punjabi, and approximately 75% enter compulsory schooling at the age of 4+ with few, if any skills in English. Additionally, throughout the year, many families take extended holidays overseas and this means that as many as 80% of the pupils will miss a significant period of their education; in some cases as much as a year.
- 45 One hundred and twenty pupils are on the Special Educational Needs (SEN) register of whom fourteen have Statements of Special Educational Need. Approximately 37% of pupils are eligible for a free school meal and over 35% of pupils live in overcrowded households compared to the national average of 10%. The evidence suggests that considerably more pupils than average are from economically disadvantaged homes. Overall attainment on entry is significantly well below that expected of children of that age.
- 46 The area which the school serves is mostly high density terraced housing shared between owner occupancy and rented property, both council and private. It is located on the eastern edge of the town of Nelson and comprises three buildings on a steeply sloping site with each building being at a different level.
- 47 The school has targets to develop the pupils' language skills with particular regard to the needs of bi-lingual learners.
- 48 The School's Mission Statement embraces the mastery of learning skills that bring achievement, confidence and independence so that the student can be the design of his or her future and outlines these main aims:
- Working together to learn, develop and improve.
 - Working to make the school a valued part of the community.
 - Ensuring that everyone is treated with respect.
 - Encouraging a caring attitude.
 - Appreciate that all are different with a positive contribution to make.
 - Taking pride in the progress of the individual.
- 49 The school has recently been presented with the "Investors in People" award.
- 50 Most pupils have some pre-school experience through attendance at a nursery.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1997	41	45	86

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	26	24
	Girls	25	34	29
	Total	41	60	53
Percentage at NC Level 2 or above	School	48	70	61.6
	National	80 (78)	80 (79)	83 (82)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	22	20	22
	Girls	29	27	23
	Total	51	47	45
Percentage at NC Level 2 or above	School	59	55	52
	National	80 (78)	83 (82)	85 (84)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1997	33	57	84

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	20	23
	Girls	26	26	33
	Total	42	46	56
Percentage at NC Level 4 or above	School	51	56	68
	National	63 (58)	62 (54)	69 (62)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	13	21
	Girls	26	25	22
	Total	41	38	43
Percentage at NC Level 4 or above	School	48	45	51
	National	63 (60)	64 (60)	69 (65)

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions)
missed through absence for the latest
complete reporting year :

		%
Authorised Absence	School	7.6
	National comparative data	5.9
Unauthorised Absence	School	1.2
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age)
during the previous year :

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	4.0
Satisfactory or better	90.0
Less than satisfactory	10.0

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

- 51 Pupils' attainment throughout the school is better than previous National Curriculum tests (SATs) results indicate but it is below the national standards expected of 7 and 11 year olds. The school caters for an area of substantial economic disadvantage and where English is an additional language (EAL) for the vast majority of pupils. The attainment of most pupils on entry to the school is much lower than that expected of children of their age. Many pupils have nursery school experience but by the time they enter the reception class pupils' attainment, particularly in English and mathematics is still well below that expected of children of their age.
- 52 By the age of five, most pupils do not achieve the desirable learning outcomes set nationally for children of their age in language and literacy and mathematics. In knowledge and understanding of the world, physical development and creative development, their attainment is in line with that expected nationally.
- 53 Through a good emphasis on language development in all activities and the effective use of bi-lingual staff they soon gain confidence in speaking in large and small groups. They learn to listen attentively to stories and are able to offer comments and opinions of their own.
- 54 They identify letter sounds but have not yet reached a stage where they can make use of this knowledge when they read. Some pupils can use the words they know to write a sentence with support, but the writing skills of a significant number remain limited.
- 55 The rate of general progress is sound throughout the reception classes and the pupils' progress in personal and social development is good. This rate of progress is maintained throughout Key Stage 1 but by the end of the key stage the pupils' attainment in most subjects of the National Curriculum are below average with the exception of art, design and technology and P.E. which are in line the national expectation. However there are a small number of pupils, notably the higher attainers, who are capable of further progress and higher attainment. The small number of pupils achieving level 3 is well below the national average. Few would be expected to reach this level, given attainment on entry and linguistic competency by this age. Pupils do not meet the requirements of the locally agreed syllabus for R.E. in either key stage.
- 56 The school puts due emphasis on the development of English language for many pupils with English as an additional language and good overall progress is made. However a significant number of pupils make extended visits to relatives abroad which hinders progress and leads to some regression in English.
- 57 Pupils continue to make overall satisfactory progress as they enter Key Stage 2 with a marked increase in the pace of progress in Years 5 and 6, where good progress is seen in all three core subjects and in history and geography. Satisfactory progress continues to be made in design and technology, information technology, art, physical education and R.E. but progress in music is unsatisfactory where many are unable to express or develop their musical knowledge because of limited vocabulary.

- 58 In English at the end of Key Stage 2 the pupils' attainments are below the national average in all aspects of the subject but they usually attain better standards in oral work than in writing, although their listening skills are better developed than their speaking skills, and this is reflected in their reading levels which are below average. Pupils are beginning to use much more varied vocabulary and can read increasingly demanding texts with improving confidence. The pupils who have English as an additional language (EAL) benefit from the use of additional language support staff who are mainly deployed in the younger age groups and this has a significant impact on reading in particular and progress generally in the later years of Key Stage 2.
- 59 Attainment in mathematics and science is average at the end of Key Stage 2; the pupils attain in line with national expectations in numeracy and most are confident in applying a range of mathematical skills. In science pupils develop a sound knowledge of scientific facts and skills but there is a weakness in their level of attainment in investigative and experimental science.
- 60 The results of the National Curriculum tests in the core subjects at the end of Key Stage 2 show a just below average proportion of pupils achieving levels 4 and 5 in English and an average proportion of pupils achieving level 4 and above in mathematics and science. Over the past three years there has been a steady improvement in the percentage of pupils achieving average levels of attainment in all three core subjects.
- 61 There is a difference in the attainment of boys against girls in Key Stage 1 and by the end of Key Stage 2 the incidence of higher attainment by the girls than the boys is more significant.
- 62 Pupils with English as an additional language (EAL) do not achieve at the same level of those pupils who have English as their first language in either English or mathematics, despite their good progress over the primary phase. The difference is less marked in mathematics than in English. Higher attainers from both groups in Key Stage 2 achieve at approximately the same levels in English but not in mathematics. In both key stages, pupils with special educational needs (SEN) generally make satisfactory and often good progress in relation to their previous levels of attainment.
- 63 In information technology in both key stages the attainment of pupils is below the national expectation for 7 and 11 year olds because of insufficiently focused teaching to ensure the continuity of the skills development. Attainment in music and R.E. in both key stages is below national and local expectations respectively, because of limited vocabulary and difficulties in expressing their opinions and knowledge due to their relatively poor command of English. Pupils' attainment in design and technology, history, geography, art and physical education is in line with national expectations.
- 64 Overall high, average and low attaining pupils make good progress from unpromising beginnings as they move through the school, and they respond well to the challenges provided for them.

Attitudes, behaviour and personal development

- 65 Pupils have good attitudes to learning and are proud of their achievements. Children under five respond well to the curriculum opportunities created for them. Most can sustain an activity with appropriate concentration and begin to complete tasks unsupervised. They listen carefully, usually respond well to instructions and are aware of classroom routines.

- 66 Older pupils show a good level of interest in the work they do and concentrate well in a variety of learning situations across the subjects. Pupils pay attention to instructions and listen to what others have to say. They are able to work effectively in pairs or groups, sharing resources and working co-operatively to complete tasks. Pupils take pride in the work they do, respond well to their teachers and apply themselves purposefully to their work. There are not enough opportunities for independent learning, but when set a task of work, pupils can complete it unsupervised. This makes a positive contribution to pupils' self-confidence.
- 67 Behaviour in class and around the school is good and this contributes positively to the school's potential to raise standards. Parents are pleased with the attitudes and good standards of behaviour that the school promotes. The relationships which have been established at the school between teachers and pupils are good, and pupils are polite and respectful to each other and adults in school. They are trustworthy and know right from wrong. The school has an effective discipline policy, with strategies for behavioural improvement, a merit system and rewards and sanctions. In classes pupils co-operate well when expected to work collaboratively with others. There have been no exclusions.
- 68 The personal development of pupils is good. In classes, pupils run errands and volunteer to help with classroom routines such as watering plants, rearranging tables and chairs, and helping with equipment. Some pupils in Year 6 are made prefects and they monitor doors and cloakrooms during break times, assist in managing pupils moving in and out of the building, report to staff any pupils not following school rules, and assist in other ways as requested by staff on duty. They are expected to set an example and be punctual and reliable. Year 6 pupils also go into three classes, including reception, each day at 12.00 to support readers, play learning games and develop social links (the activities are planned by receiving teachers). Another Year 6 class has a fortnightly 'buddy' reading activity with a Year 4 class. Year 5 and 6 pupils also have a duty rota to help in the upper and lower hall areas preparing and putting away chairs for assemblies and generally ensuring the areas are tidy. Teachers encourage pupils to accept these responsibilities, which contribute to raising pupils' confidence and independence.
- 69 The personal and social development of children under five is good and they make good progress. They are well-motivated, with positive attitudes to learning, and their behaviour is very good. They show interest and enjoyment in the activities they are given and concentrate very well for children of their age. Many are confident speakers in small and large groups, even if a significant number find it hard to express what they want to say in English.
- 70 The children are sociable with each other, for instance at snack time, and demonstrate a mature ability to take turns, share and be supportive of others when working together. They express their feelings well, for instance responding with delight and wonder to a session blowing bubbles outside in the sunshine for a science experiment. They follow instructions appropriately and given the opportunity for independence, for example, when returning books in the home reading system, or when tidying up, they respond well. However, opportunities to show initiative are sometimes limited by the scope of the activities they are given.

Attendance

- 71 Attendance at the school in 1996/7 was below national average and this year to date the attendance is 90.58%. This is well below the national average with high levels of both authorised and unauthorised absences. This trend towards higher levels of absence is largely accounted for by the increasing number of pupils making long visits to Pakistan during term time and condoned absence by parents. This has a detrimental impact on pupils learning and levels of progress. The recording of registers is consistent throughout the school and complies with statutory requirements. The school monitors attendance and the education welfare officer attends the school weekly and works closely with staff to improve attendance. Overall pupils are punctual and work begins on time.

Quality of education provided

Teaching

- 72 The quality of teaching throughout the school is satisfactory or better in 90% of all lessons observed during the inspection. It is good in almost 40% of lessons, including four examples of very good teaching. Very good lessons are characteristically very well planned and delivered. In these lessons, for example, where children are learning to script plays, the teacher gives very clear instructions to pupils and ensures they all can access and contribute to the work. Pupils know what they are doing and are given good support. Good teaching is characteristically based on good subject knowledge and understanding, and high levels of expectation to which pupils respond. Examples of this are seen regularly in the work of specialist teachers teaching English as an additional language.
- 73 10% of teaching is unsatisfactory. Unsatisfactory lessons are more common when teachers are working with under fives and Key Stage 1 pupils. Some teachers have not had sufficient time to get to know their pupils and find classroom discipline and management difficult. Teachers' planning is sometimes insufficiently precise to cater for the language difficulties of some pupils. Expectations are too low, and lessons lack challenge and pace so that learning slows. No poor lessons were observed.
- 74 The support teachers and assistants make a significant contribution to the teaching of pupils and are a strength of the school. They provide particularly effective support for the teaching of vocabulary and are clear and supportive in their interventions. The support assistants work well with teachers as an effective team. They are involved with planning, and with younger pupils, the bi-lingual assistants help by translating stories and instructions as well as encouraging pupils with their English.
- 75 Teachers have a satisfactory knowledge and understanding of the subject of the National Curriculum, except in music, where half the teaching is unsatisfactory. They are supported by informative schemes of work. Where subjects have been a strong focus of whole school development, as in the case of English, teachers' confidence has increased and this has improved the quality of teaching.
- 76 Expectations of pupils' learning are variable. Teachers expect pupils to produce good work but sometimes the targets set are too low, especially for younger pupils. Expectations of teachers working with Key Stage 2 pupils are well matched to their abilities. Teachers rarely give pupils opportunities to set their own tasks, or let pupils experiment or investigate further.

- 77 Teachers plan effectively, and make good use of individual education plans for pupils with special educational needs. These programmes are clearly written and regularly reviewed. Teachers use a range of teaching strategies, and there is a good mix of whole class teaching, small group and individual teaching, carefully matched to the needs of the pupils and the knowledge, understanding and skills being taught.
- 78 In the vast majority of classes the teachers' management of their pupils is good. They know their pupils well and there is a high commitment and a consistent approach to discipline and orderly behaviour. Staff use praise and encouragement, and the school behaviour policy is effective. Teachers raise the self-esteem of pupils with special education needs by setting realistic and attainable targets, and use time and resources effectively.
- 79 Although work is marked regularly, this is often not in line with the recently introduced school policy and there are few comments on pupils' work or reading records which identify what pupils have achieved and the setting of targets for improvement. While teachers give direct feedback to pupils during lessons, day to day assessment is not yet sufficiently developed and rigorous to have a real effect on pupils' attainment.
- 80 There is no consistent approach to the setting of homework. In reception classes pupils take home key words and sentences to help them develop their reading skills, and some teachers encourage children to take reading books or spellings home. Mathematics homework is found towards the end of Key Stage 2, and rarely found elsewhere. This is reflected in the parents' questionnaire where eleven per cent of parents expressed a concern over the inconsistent use of homework.
- 81 The teaching of children under five is satisfactory in the majority of lessons. In a small number of these it is good. A significant strength of the teaching is the good teamwork with effective use of support staff. There is particularly effective use of bi-lingual support across the curriculum to ensure all children have access to the lesson and to enrich and extend language skills. There is an appropriate priority given to language development in all lessons, coupled with a good emphasis on direct practical experience, for instance using the local environment as a basis for work in knowledge and understanding of the world. The children are well managed, and staff create a calm and positive atmosphere. Where the teaching is less effective it is because expectations of what the children can achieve are low and there is insufficient challenge in the learning activities, particularly for the higher attainers. This was the case in work on patterns in mathematics, which most children found comparatively easy. It was also apparent in writing sessions where opportunities for progress were restricted by the highly directed nature of the work. Although assessment is carried out and recorded, proper use is not made of it to plan work at an appropriately high level. What the children are to learn from an activity is not always sufficiently clear, particularly where there is no direct adult supervision. The balance between adult and child -directed activities is not always appropriate, with some activities being over-directed while other children who require more focus to what they are doing, do not receive the help they need.

The curriculum and assessment

- 82 At the time of the inspection the majority of pupils in the reception class were already five and planning was mainly based on the National Curriculum. However earlier in the year planning is based on the appropriate areas of learning for the under fives. The early years policy document does not include a curriculum statement for children under five which is based on the six areas of learning and as such does not represent a coherent and appropriate approach to this phase of education. Planning is done through National Curriculum subject areas and so does not fully address the educational needs of the age group.
- 83 There is good liaison between the reception teachers and the Key Stage 1 teachers and this helps to ensure that the children's learning builds on what went before. The work provided ensures a sound basis for pupils to achieve the nationally agreed targets for children at the age of five. At both key stages the curriculum is broad and generally well balanced. All subjects of the National Curriculum and religious education are taught and an adequate amount of time is spent on each.
- 84 The school places due emphasis on the teaching of literacy and numeracy. Boys and girls are given equal opportunities, and pupils for whom English is an additional language (EAL) are appropriately provided for as are pupils with special education needs. (SEN)
- 85 The planned curriculum promotes the intellectual and physical development of pupils and contributes positively to the schools' ethos. The curriculum is taught mainly through individual subjects but some cross curricular work is developed related to health education, citizenship, industrial and economic awareness and European Studies. Sex education and drugs awareness are taught as part of the health education programme; the school nurse and parents are involved in this aspect.
- 86 Policy documents have been written for most subjects and these provide guidance for teachers. School produced schemes of work have been compiled and these are in place for most subjects with the exception of music and art. The schemes of work provide guidance for teachers and help to ensure that the experiences given to pupils build progressively on what went before. However, provision to ensure continuity across key stages in physical education and history is not clearly outlined. Teachers plan in year groups and medium term planning ensures consistency between classes in a year group. Lesson plans are well-structured and generally have clear objectives. Careful thought is given to the deployment of assistants and there is good liaison between class teachers and EAL and SEN teachers. Careful planning and effective in-class support ensures that special needs pupils and those with English as a second language receive their appropriate curriculum entitlement.
- 87 The curriculum promotes the spiritual, moral, social and cultural development of pupils. Pupils celebrate an appropriate range of religious festivals including Eid and Ramadan. The school encourages an awareness of racism and the unhappiness it can cause. The curriculum is enriched by a good range of sporting and cultural extra-curricular activities and pupils have the opportunity to participate in residential visits. The school maintains an appropriate link with its local secondary school and records of pupils' progress are passed on at the end of the summer term. An effective programme of visits is arranged for pupils and staff to ensure smooth transition.

- 88 Assessment is a focus for development and the co-ordinator for assessment has recently organised whole school in-service training on assessment. The school has a well thought out policy on assessment but the policy has only very recently been adopted by the school and it is not yet established. The school has recently introduced an effective pupil profile and curricular record.
- 89 The school has a satisfactory range of annual assessments which are used to identify pupils' progress in reading English and mathematics. The results of these assessments are passed on to the next teacher to be used to inform planning and the grouping of pupils. They are also used to report to parents. The reports to parents are currently being improved and the assessment co-ordinators have plans to monitor this year's reports.
- 90 The use of assessment is variable throughout the school and although there are examples of good practice the use of assessment is unsatisfactory overall. Baseline assessment has been used appropriately to group children under five, but no further use is currently made of this. Skills assessments are made regularly across a range of subjects, particularly in reading and number skills, but insufficient use is made of this information to plan teaching. This is made more difficult by the fact that planning and assessment systems for the under fives lack a common frame of reference based on the areas of learning. There is no use of assessment at this age to identify children who may have special educational needs.
- 91 The use of effective monitoring of the delivery and the development of the curriculum is currently underdeveloped.

Pupils' spiritual, moral, social and cultural development

- 92 The provision for the spiritual, moral, and social development of pupils is good and forms an intrinsic part of the life of the school. It contributes to an environment which reflects the school's firm commitment to shared values, respect and consideration for others. The provision for the pupils' cultural development is satisfactory.
- 93 The provision for pupils' spiritual development is good. The school effectively draws together aspects of different faiths across a range of issues, both in assemblies and lessons. Daily acts of collective worship meet statutory requirements and are sensitively planned to embrace common values and beliefs. Pupils are actively involved through class assemblies and show that they are capable of reflection and thoughtful responses. Themes covered in collective worship are effectively linked to work in a number of curriculum areas. Teaching in religious education lessons makes a positive contribution to spiritual development, with good practice in relating spiritual and moral issues to different faiths. Pupils' work on different religions has a high profile in the displays around the school.
- 94 Provision for pupils' moral development is good. An effective behaviour policy ensures that all pupils know the school rules and are actively involved in formulating class rules. They value the attractive certificates which are awarded regularly for good behaviour, and in particular enjoy getting a "chance" card which enables them to take part in a weekly prize draw. Pupils' achievements are also celebrated in special assemblies and in a hall display. Work on an anti-racism theme, as a result of involvement in a football competition, shows that the school enables its pupils to understand the relevant issues. Assemblies are well used to explore and demonstrate moral values, with language and topics carefully chosen so that they are well suited to pupils' age level and understanding.

- 95 The provision for pupils' social development is good. The school takes an active approach to giving them a sense of social responsibility, both in the school community and within a wider context. Older pupils carry out a variety of jobs and responsibilities, as prefects, librarians and hall monitors, with appropriate maturity. There is an emphasis on citizenship in activities such as the annual European week. Pupils contribute to the school newsletter, which has a strong community focus. Social development and cultural understanding are also enhanced through exchange visits with schools in other local areas. Pupils have good opportunities for teamwork through choir and sporting activities, and occasionally in drama. They work collaboratively in lessons, and older pupils work with younger ones on a regular basis. Pupils in Year 6 benefit from an annual residential visit.
- 96 The school's provision for pupils' cultural development is satisfactory. Pupils have some opportunities for theatre visits and to take part in musical and dramatic presentations. The successful Pakistan week in Key Stage 1, and the European links established through older pupils' correspondence with schools abroad, enhance appreciation of different cultures. Some cultural development is supported through the curriculum, for instance recent work in Key Stage 2 classes has covered a study of York, Egypt, and the plot of "The Merchant of Venice". However, this is not consistent across all curriculum areas, for example, in music. The school makes good use of the local environment and its facilities, including local artists.
- 97 Staff who teach those pupils who have English as an additional language make a significant contribution to the spiritual, moral, social and cultural development of all pupils, through positive role models and the enriched curricular provision that they make possible.

Support, guidance and pupils' welfare

- 98 Provision for the support, guidance and welfare of pupils is sound overall and in some respects it is good. Pastoral care is effective throughout the school. Staff respond to pupils' needs and value their efforts and achievements. This enables pupils to gain self-esteem, promotes positive attitudes in learning, and supports the relationship between pupils and staff. The school keeps appropriate records reflecting each pupil's academic progress and personal development. These are used to ensure pupils receive the support they need. Pupils with English as an additional language (EAL) receive good support from bi-lingual support staff allocated by the ethnic minority support service who work closely with class teachers. Pupils with special educational needs are well supported and well integrated into all school activities. The school makes good use of outside agencies who give appropriate professional advice. Parents are involved in the annual review process for their children.
- 99 The under fives receive good preparation for school through a well managed induction system, and the school works hard to establish supportive links with parents of under fives. This is done effectively through home visits and pre-school meetings before the children start school and a well supported home/school reading system.
- 100 The school's discipline policy is effective. Examples of good behaviour and self-discipline are recognised and rewarded. When unacceptable behaviour occurs, agreed sanctions are consistently and effectively applied. This results in good standards of behaviour throughout the school and ensures that any instances of bullying and harassment are promptly dealt with.

- 101 Good arrangements for child protection are in place and all staff are aware of legislation and school procedures. The school's practice follows local authority guidelines. The school maintains a good relationship with social services and other agencies. This is effective in supporting the arrangements that secure pupils' welfare.
- 102 The satisfactory health and safety procedures in the school have a positive impact on pupils welfare. There is a termly health and safety audit, and staff are aware of any issues that arise. There are effective security measures in place and annual checks are carried out on electrical, physical education and fire equipment by local authority approved contractors. There are qualified first aiders and appropriate procedures are in place for dealing with accidents and informing parents. The recording of registers is consistent throughout the school and complies with statutory requirements; attendance is monitored effectively.

Partnership with parents and the community

- 103 In questionnaire returns and the pre-inspection meeting, parents express support for the school, feel staff are approachable, and that their children enjoy coming to school. The school encourages parents to become involved in the education of their children and in school activities. When parents participate, they enhance the learning opportunities offered by the school and pupils benefit from the additional support. Information provided for parents is satisfactory. The school brochure is informative and clearly set out, giving parents information about key stage assessments and test results. They also receive regular newsletters which inform them about school events, visits and visitors. A number of parents regularly act as classroom helpers. In the past the school has held curriculum evenings for parents but none have been held recently. School fund raising activities are limited by circumstances. There is an annual 'Ladies Evening' in August, and in June, Year 6 pupils organise a mini-bazaar. These are well supported by parents, as are events during 'Pakistan' week and pupils' charity fund raising efforts.
- 104 There are appropriate opportunities during the year for parents to discuss their children's progress. These include two annual open evenings, and parents receive a clearly written annual report which includes information on pupils' academic progress. These reports comply with statutory requirements. Parents of pupils with special educational needs are invited to attend the formal review of pupils' progress, which conform to the requirements of the Code of Practice. At parents evenings, school meetings, and in contacts with parents, bi-lingual support staff are always to hand to help parents who do not have a command of English. The school runs a weekly class for Asian women to learn English and two weekly keep-fit classes for women.
- 105 The school has links with its main receiving school, both on a formal and informal basis. Special educational needs co-ordinators meet regularly, and Year 7 staff are invited to attend the final reviews of Year 6 pupils. Year 7 staff come to the school to meet pupils and talk to staff. All the receiving schools have a parents' evening to enable parents to visit the school and meet staff. They all have at least a half day induction when pupils visit the school and meet staff. Links are closest with the main receiving school, and Year 6 pupils visit for a half a day to use design technology equipment. They also attend the summer fair and concert. There is an agreed procedure for the transfer of pupil records with all the receiving schools. These arrangements ensure that pupils make a smooth transition to the next phase of education.

- 106 Staff bid for funds from the 'Business Education Partnership', of which the headteacher is a director. Bids are to pay for school visits in support of curriculum areas and for small pieces of equipment. The headteacher and chair of governors attend presentations to pupils at the local mosque school. Pupils take part in the local music festival, the school choir sings carols in the local library, and infant pupils take harvest festival produce to a local home for the elderly. The school regularly has students on teaching practice from local colleges, and students on work experience from local high schools. Year 6 pupils participate in an annual residential educational visit. These links with the wider community are used to raise pupils' awareness of the wider world outside and to extend pupils' learning and personal development, and they have a positive impact on their standards of attainment.

The management and efficiency of the school

Leadership and management

- 107 The headteacher provides clear and effective leadership. With the support of the deputy and the senior management team, he has successfully developed a good management framework through which the work of the school can be addressed. He has a clear vision for the school which is shared by staff and governors and which is articulated in the school's aims and mission statement. The quality of leadership is effective in developing a supportive environment for pupils' learning and a shared sense of purpose amongst pupils and staff. The headteacher is respected and his work valued by staff, pupils, parents and governors.
- 108 The governing body are kept fully informed. Some involve themselves regularly in the life of the school, supporting in class or discussing with appropriate staff issues and concerns. Through a comprehensive range of committees, which meet regularly, and which have appropriate terms of reference, governors are actively involved in the decision making process, examples of this being the appointment of language support assistants and allocation of funding, both of which are having a clear impact on pupils' progress and on the quality of education provided.
- 109 A framework through which the work of the school can be monitored and evaluated is only partly in place. Whilst the role and responsibilities of subject co-ordinators are known and understood, some aspects of their role are not yet sufficiently developed. They are not yet sufficiently involved in monitoring standards of work and ensuring continuity and progression as pupils move through the school. There is a lack of effective monitoring and development of the curriculum for children under five. Arrangements for curriculum development, generally through staff training, however, are good. Through attendance at outside courses and the provision of in-house training the school responds well to issues and concerns raised by staff, an example of this being the detailed training and guidance provided for both teaching staff and learning support assistants which has had significant impact on the quality of provision made for pupils with S.E.N. The progress made and the standards generally achieved by pupils with S.E.N. reflects positively the high quality of the support provision made by the school and the efficiency and effectiveness with which that support is organised deployed and managed.

- 110 The school has clear aims, contributed to by staff, which are evident in documentation and policies, and are clearly reflected in the daily life of the school and in the priorities for development. Both prior to and during the inspection parents indicated strongly their support for the values and practices promoted by the school. Daily acts of collective worship are held and they meet statutory requirements.
- 111 The school development plan covers a five year period, with the present year identified in greater detail. A clear programme of action has been identified which includes the necessary detail regarding resource implications. Progress towards the achievement of priorities is monitored regularly through the senior management team and is reported to the governing body. All staff are involved in planning, implementation, and review, and existing arrangements provide an effective strategy for further improvement. A comprehensive framework of meetings is in place through which all staff, teaching and non teaching, are kept informed, can raise issues and concerns, and are able to contribute to the decision making process. The school has been recently presented with the 'Investors in People' award, which acknowledges the efforts made by school to be supportive of, and involve all staff.
- 112 Detailed arrangements are in place to ensure that appropriate support is available for those pupils for whom English is an additional language (EAL). This provision is not only managed by the school but has become an integral feature and is deployed so as to ensure maximum effectiveness. Whilst the senior management team are constantly involved in monitoring the work of the pupils, no arrangements are in place to monitor outcomes of learning. EAL staff fully involve themselves in the life of the school, attending meetings and functions and working alongside staff in planning and delivering lessons. Through regular assessment, individual pupil needs are met and care is taken to ensure that additional language difficulty is not confused with learning difficulties. By working as a team both in the classroom and when planning lessons, school staff are developing their own skills, thereby ensuring that they can respond adequately to the linguistic and cultural diversity of the class.

Staffing, accommodation and learning resources

- 113 The school has an adequate number of suitably qualified teaching staff to meet the requirements of the National Curriculum and religious education, and the areas of learning for under five. The part time teacher is deployed effectively to provide non-contact time for class teachers. The ratio of staff to pupils is broadly average when compared with other primary schools. Teachers have a good range of subject expertise from their initial training and a significant number have attained further relevant qualifications. There is an appropriate balance amongst staff in terms of experience. All curriculum areas have a subject co-ordinator and, in addition, some teachers are responsible for the co-ordination of other aspects, principally early years, special educational needs (SEN), health education and assessment. The school has ensured a good link between teachers' subject expertise and the responsibilities allocated to them. All staff, including non-teaching staff, have clear job descriptions which are reviewed regularly.

- 114 The school has a good number of skilled educational support staff. Classroom support staff are well deployed throughout the school and are involved in both planning and teaching. The progress made and the standards generally achieved by pupils with special educational needs reflects positively on the high quality of the support provision made by the school and the efficiency and effectiveness with which that support is organised, deployed and managed. A team of well-qualified and experienced staff works very effectively with pupils for whom English is an additional language (EAL). The administration staff are efficient and their work and that of the ancillary, caretaking and cleaning staff make a good contribution to the smooth running of the school.
- 115 Staff appraisal is operating effectively. Good records and support materials are in place. Procedures are practical and useful in identifying needs and matching support to the school's development priorities. A substantial programme of in-service training is in place which maintains an appropriate balance between individual staff and school needs. There is a good quality induction policy in place to support newly qualified and recently appointed teachers.
- 116 The accommodation has a number of disadvantages. It is housed in two separate buildings with the main block divided by a high internal staircase. There are three relatively small playgrounds all of which slope and are poorly marked out for games activities. In addition, the school does not have a grassed playing field. This combination has an adverse effect upon the opportunities available for the development of the full programme of study for physical education. The nature of the sloping site and number of stairs throughout both buildings offer poor wheelchair and disabled access. In addition, the school often has to duplicate and sometimes triplicate resources in order to ensure appropriate provision in all parts of the school.
- 117 Internally, the building provides adequate space for the number of pupils on roll and for the teaching of most curriculum activities including the curriculum for the under fives. However, the classrooms for pupils in Years 5 and 6 are small, limiting opportunities for practical work; and, the sizes of the three separate halls make it difficult for the school to meet as a whole. The outdoor area for under fives is inadequate and the school lacks an appropriate range of large outdoor equipment to promote physical development. Despite the many disadvantages of the site, satisfactory use is made of the accommodation, including the surplus space which has gradually come about as a result of falling rolls. The school is fully aware of the limitations of the buildings and proposed changes are prioritised in the school development plan.
- 118 The learning resources in the school are adequate to support most areas of the curriculum with the exception of physical education where they are good, and history where they are unsatisfactory. The library, classrooms and other parts of the school are adequately stocked with both fiction and non-fiction books. There is a satisfactory number of computers, some of which are recent acquisitions, but others are dated and unable to operate the range of software available. Insufficient resources are available to support the learning of pupils of differing abilities across the curriculum. Most resources are stored centrally or kept in classrooms providing satisfactory availability and access.

The efficiency of the school

- 119 The finances of the school are managed very effectively. The headteacher, senior management team, and governors are fully involved in budget planning and managing resources. They monitor the budget regularly, and together with specialist support ensure accurate control of spending. Financial decisions are firmly rooted in a commitment to raising standards. For this reason they recently made prudent use of budget reserves to employ additional support assistants for pupils with special educational needs. There are clear indications from recent national test results that academic standards are rising particularly at Key Stage 2 and therefore this spending decision has been effective.
- 120 Detailed development planning identifies relevant targets to focus the allocation of resources. Each subject co-ordinator participates in decisions about priorities through the submission of their action plans. The cost effectiveness of these spending decisions and the quality of education is evaluated. Through the appointment of a temporary teacher, senior staff and subject co-ordinators whose areas are targeted in the development plan are given non-contact time to manage their subject areas. In service training for all staff is carefully monitored by the staff development officer. The school recently gained 'The Investors in People' award and the effectiveness of staff development is given a high profile.
- 121 The school makes full and effective use of its resources to meet the requirements of pupils with special educational needs and those with English as an additional language (EAL). Very effective use is made of EAL staff for children under five. Special needs assistants are well deployed and pupils receive good support. Staff employed to teach pupils English as an additional language are particularly well used and make a significant contribution to accelerating progress across the school. The special needs co-ordinator is released for one day each week to carry out her responsibilities. She monitors closely the work of the special needs staff and supports them in their work. The pupils are taught in sets for mathematics in Years 5 and 6. With the wide range of ability in these classes it is an effective use of the teachers' time in the endeavour to raise academic standards further.
- 122 The accommodation available is generally used to full effect in supporting the delivery of the curriculum, and recent changes have improved the efficiency of its use. There is a separate library for each key stage but they are seldom used as study areas. Although the three halls provide sufficient opportunities for indoor PE there is no playing field and the small playground area is unsuitable for outdoor PE and games. In this respect accommodation has a negative impact on the effective delivery of PE. Because Key Stage 1 pupils are not all accommodated together it is often difficult to utilise resources in the best way possible. Consideration is being given by the local authority for further remodelling to enable all Key Stage 1 pupils to be housed together. In the new academic year (1998/99) all Key Stage 1 pupils will be housed together in the infant building.
- 123 The administrative staff are very efficient and procedures are well established. They contribute significantly to the smooth running of the school. Computerised systems are fully in place for financial transactions and school records. The few recommendations from the latest auditors' reports have been fully implemented.
- 124 Pupils' good progress together with positive attitudes and good behaviour provides evidence of improving standards. Taking these factors into consideration along with low unit costs, the well below average attainment on entry and poor socio-economic circumstances, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

125 Most pupils have some pre-school experience through attendance at nursery. In spite of this, the attainment of nearly all the children on entry to school is well below that which is expected of children of this age. At the time of inspection there were 49 pupils in the reception classes of whom seven were under five. By the age of five most pupils do not achieve the desirable learning outcomes set nationally for children of their age in language and literacy and mathematics. Attainment in knowledge and understanding of the world, physical development and creative development is in line with the national expectations.

Language and literacy

126 In language and literacy, by the age of five, children listen attentively to adults and follow instructions well. They respond with enjoyment to stories and many are eager to comment or describe what is happening in a picture. Some can sequence the main events in a story which has been read to them. Good use of bi-lingual support and "big books" to share as a class help to develop their speaking and listening skills and ensure that home language is used positively to learn English. Although many children are confident to speak in a large group and make good progress in their language skills, their ability to express themselves in English is still limited at this stage. They speak in short sentences and phrases but vocabulary is restricted and understanding is still at a literal level. There is a good emphasis on developing language skills across the range of planned activities but insufficient use is made of other opportunities such as snack time or role play. The children handle books appropriately and know how they are organised. Most can read some familiar words and sentences from the reading scheme but they rely mainly on word recognition and memory of text. Their use of letter sounds to aid their reading is still at an early stage of development. Home reading plays an important part in their progress, which is satisfactory. Most children can copy under an adult's writing and some can duplicate a sentence from the reading books, selecting the words and copying them. However, although progress is satisfactory in this respect, there is little evidence of any independent writing skills. Writing activities are highly directed, leaving little opportunity for the children to try out their emerging skills. Letter formation is generally below the level expected for their age. Though overall progress is broadly satisfactory, by the time the children begin work on the National Curriculum standards of attainment remain below those expected for most children.

Mathematics

127 In mathematics, by the age of five, pupils can copy and continue simple repeating patterns using a variety of materials. Most can count and recognise numbers up to five, with higher attainers working with numbers to ten and counting sets to do simple addition sums. The majority can identify common two dimensional shapes such as a circle or triangle and can name a range of colours when sorting and classifying objects. They make comparisons to say which of two objects is longer or shorter. Although they make progress in matching, ordering and sequencing, expectations of what the children can achieve are low and activities such as colouring patterns lack challenge, with assessment information not being used appropriately to move children on. There is a good emphasis on practical activities to support the understanding of mathematical ideas but not enough opportunities are taken to build number and the use of mathematical language into everyday routines, such as snack time. The children make satisfactory progress as they begin to develop an understanding of the number system and simple mathematical language. Standards, however, are still below those expected in the desirable learning outcomes by the time the children reach compulsory school age.

Knowledge and understanding of the world

- 128 In knowledge and understanding of the world, by the age of five, children can make predictions about what they think will happen, for instance, whether objects will roll or slide, and record their observations in a simple form. They look closely at similarities and differences between materials and talk about them. An activity blowing bubbles enabled the children to make predictions about the shape of the bubbles and describe them. They can record their findings about their environment both in school and the surrounding area by drawing to contribute to a simple plan or map. They understand the differences between how familiar activities such as washing clothes were carried out in the past as compared with the present day. The children make satisfactory progress in this area of learning. They begin to develop an awareness of time and an ability to classify and describe objects. They develop skills in cutting, sticking and joining to make simple models and begin to understand how the computer can be used, for instance to produce a picture graph in mathematics. By the time they are five the attainments of most pupils are broadly in line with national expectations.

Physical development

- 129 In physical development, by the age of five, the children show good control of their movements for their age. They can follow instructions relating to shape and position, working at different levels and do their best to make their movements reflect the music they hear. Support for children with English as an additional language is very effectively used in these lessons both to enable access and to develop vocabulary. A significant number rely on this guidance in order to be able to join in appropriately. There is no adequate outdoor area for under fives and insufficient large outdoor equipment to promote their climbing and balancing skills. The children can use a range of tools and materials to develop their manipulative skills, but they find some aspects of this work, for example pencil control, quite difficult. Overall the children make satisfactory progress in developing their movement skills, co-ordination and use of space. By the time they are five most are achieving the expected learning outcomes for this area of learning.

Creative development

- 130 In creative development, by the time they are five, the children achieve a good standard in their portraits and three dimensional models of frogs and spiders. They demonstrate that they can use a variety of materials successfully to express their ideas, although activities tend to be highly structured for them rather than encouraging them to explore different media. Art is well used to support other curriculum areas, for instance in work on Eid. Experiences in music encourage them to listen carefully and respond to pulse and rhythm. They enjoy this and are beginning to develop some musical awareness and follow simple song contours. They make satisfactory progress in their ability to express their ideas and feelings. Their musical understanding is enhanced considerably through the use of bilingual support. The children's attainments by the age of five are in line with national expectations.
- 131 The quality of teaching for the children under five is satisfactory in the majority of lessons with some good features seen in a small number of these. Good teamwork between teaching and support staff is a significant strength. Less effective teaching in a minority of lessons features low expectations from staff of what children can achieve and insufficient challenge in the tasks set. Effective use is made of bilingual support staff to ensure that all children have the opportunity to extend their language skills.

English

- 132 Attainment in English overall at the end of both key stages are below the nationally expected standards, although pupils make sound progress at Key Stage 1 and in Key Stage 2 progress is good. The speaking and listening skills are below nationally expected standards at the end of Key Stage 1. Pupils listen carefully to their teachers, other adults and to television, but many pupils, especially those for whom English is an additional language, take time to develop a more extended spoken vocabulary. Pupils listen to stories with real enjoyment, and provide sensible answers to questions about the main themes and characters. They can talk about recent events in their lives. They play together constructively, using their imagination and developing their vocabulary through appropriate activities. By the end of Key Stage 2 standards are still below the national average but all pupils, including those with special needs, have made good progress. Pupils listen attentively, use a much more varied vocabulary and are able to discuss and question each others' opinions and ideas. They relate newspaper headlines they have read to types of suffering, their causes, and ways they might be alleviated.
- 133 The school is committed to improving reading attainment. At the end of Key Stage 1, where standards of reading are well below the national average, investment in additional support staff is beginning to make a significant impact on reading, and progress is sound. Many pupils take key words and sentences home to practice their skills, and where parents are able to play a part in pupils' reading success, and listen to them read regularly, pupils respond well. By the end of the key stage, pupils have built up a sight vocabulary, know letter blends, show an understanding of alphabetical order, and are often enthusiastic about reading. Higher attaining pupils can read aloud with clarity and expression and use basic information books.
- 134 By the end of Key Stage 2 pupils have made good progress, and reading standards are just below the national average. Pupils can read an increasingly demanding texts with confidence, accuracy, pleasure and understanding and can use a range of reading strategies to extract meaning from text. Higher attaining pupils can use the library and obtain information from reference books, dictionaries, CD-Rom and newspapers to support their work in the curriculum. For example, they are able to recover significant information about farming in Ancient Greece from text books, and understand it sufficiently to represent it in their own words.
- 135 In writing pupils' attainment is well below the national average at the end of Key Stage 1, although progress is generally sound. It is weaker where pupils have prolonged periods of absence without opportunities to develop their written English. Pupils can write simple sentences and fill in missing words, although for lower attainers language does not flow well and there is little extended writing. They can use capital letters and full stops although not consistently. Letters are shaped properly and recognisable and becoming more consistent in size. By the end of Key Stage 2 standards are below the national average but progress is good. Pupils can write their own version of a Greek play, identifying scenes and location, characters and main events, and using dialogue appropriately.

- 136 Pupils with special educational needs have full access to the whole English curriculum whenever language abilities permit and are very well supported in the classroom. Their needs are recognised in planning and are met through appropriate programmes of work linked to their individual education plans.(I.E.Ps.) They make at least satisfactory and often good progress in respect of prior attainment.
- 137 Pupils usually respond well to their English lessons and their attitude to sustained work is generally good and sometimes very good. They are enthusiastic, listen carefully to their teachers, and concentrate throughout most lessons. They relate well to their peers and to adults, and answer courteously when questioned. They are co-operative and supportive to one another when working together, although pupils rely heavily on the guidance and instructions of their teachers. There are insufficient opportunities for them to take responsibility and initiative in their lessons.
- 138 The quality of teaching is satisfactory, and good or better in a substantial minority of lessons, especially at Key Stage 2. Teachers devote appropriate time each day to the improvement of literacy skills and at Key Stage 2 extra time devoted to literacy has had a positive effect on standards. Teachers have good relationships with their pupils and classroom management and discipline is good. In the better lessons, teachers have very good subject knowledge. They convey enthusiasm about stories, poetry, plays, and novels through well-paced teaching. They emphasise vocabulary to promote language development and check understanding. Their explanations provide good models of standard English and give opportunities for pupils to reflect and contribute. In most lessons English work is well planned. The teaching of English as an additional language is skilled. Tasks are well structured and broken down into easy to achieve sections. Learning support assistants (L.S.As.) make a good contribution to the extension of basic literacy, and bilingual support is particularly well used. Class teachers spend a lot of time working with lower attaining pupils but there is a lack of challenge for higher attainers in some classes. Although there is some good practice in the assessment and recording of reading, in a few classes records only identify progress in terms of books read, and not what pupils have achieved or targets for improvement. The setting of homework varies in frequency across the key stages.
- 139 Both the co-ordinator for English and the teacher who helps by overseeing Key Stage 1 English are knowledgeable and enthusiastic, and have taken recent relevant in-service training to support their work. They offer support to staff on an informal basis and monitor medium term planning, but they have insufficient non-contact time to monitor classroom teaching and learning, although teachers have had some limited staff development. The policy, reading scheme, and other documentation have been revised and improved over the past year to help teachers improve curriculum delivery. The scheme of work and medium term plans are broad and balanced and emphasise full coverage of the National Curriculum. The school makes good use of standardised reading tests to measure the progress of individual pupils, but there is no levelled, moderated whole school portfolio of annotated written work to help teachers assess pupils' writing against National Curriculum criteria.
- 140 Resources for English are satisfactory, and the libraries are appropriately stocked, although their use by teachers to support reading across the curriculum is variable.

Mathematics

- 141 Attainment by the end of Key Stages 1 is below the national average. Attainment in the National curriculum end of key stage assessments in 1997 indicates an improvement over previous years but, nevertheless, was well below the national average. Pupils are admitted into Key Stage 1 with levels of basic mathematical knowledge below the national expectation outlined in the Desired Learning Outcomes for 5 year olds and they make satisfactory progress throughout the key stage. At Key Stage 2, the large majority of pupils make good progress and by the end of the key stage are just attaining the national average. The 1997 end of key stage results reflect this and further indicate a significant improvement over time in attainment. In both key stages, higher attaining pupils are not provided with sufficient challenge to enable them to achieve at a level which is well matched to their ability. This reflects the 1997 National Curriculum end of key stage assessment results.
- 142 Throughout the school, pupils with special educational needs are given good support by class teachers and learning support staff. They make satisfactory progress in Key Stage 1 and good progress in relation to their attainment in Key Stage 2. Good provision is made for pupils for whom English is an additional language. This effectively supports the development of knowledge and understanding and the correct use of mathematical vocabulary.
- 143 By the end of Key Stage 1, pupils do not have a satisfactory grasp of number operations. They are able to recognise, count, add and subtract numbers to 20 but the majority are not secure in their understanding of place value and have not, as yet, developed the ability to use their knowledge of number to solve mathematical problems. Discussions with pupils and the scrutiny of previous work indicate that higher attaining pupils have only attained the level expected of pupils of average ability. Pupils have a satisfactory understanding of shape and measures and are able to use the mathematical names of two-dimensional shapes and understand simple fractions.
- 144 By the end of Key Stage 2, most pupils have satisfactory skills in addition, subtraction, multiplication and division and are able to calculate accurately using written methods. They have a secure understanding of the relationship between fractions and decimals and a sound understanding of percentages. They are able to make satisfactory use of multiplication tables to work out answers to problems; for example, when calculating ages. Their mental skills, however, are not well developed and many struggle to calculate higher numbers quickly. They have developed a good understanding of perimeter and area and most know how to apply correct formulae. Pupils demonstrate a satisfactory understanding of probability and the majority are able to confidently use terminology such as "possible", "good chance", or "certain". They have some knowledge of the different methods of communicating information through graphs and charts. However, although they have some understanding of how to interpret data, for example, by the use of averages, this is not well developed.
- 145 Pupils' attitudes to mathematics are variable ranging from unsatisfactory to very good. Overall, they are satisfactory at Key Stage 1 and good at Key Stage 2. The majority of pupils listen carefully to instruction and explanation and many are eager to answer questions. Most settle quickly to their tasks, sustaining concentration and demonstrating a willingness to persevere. The large majority of pupils work well as individuals or with others. They co-operate well and share resources generously. In the small number of lessons where attitudes and behaviour was less than satisfactory, this was as a result of a combination of unsatisfactory behaviour management and pupils being provided with work which was not well matched to their abilities.

- 146 At Key Stage 1, the quality of teaching varies, ranging from unsatisfactory in half of the lessons observed to good in one quarter of lessons, but overall it is satisfactory. At Key Stage 2, teaching is good overall. In almost one quarter of lessons teaching is very good, it is good in the majority of other lessons and is never less than satisfactory. Teachers generally have secure knowledge of the subject. Good quality teaching is reflected in the planning of precise and focused learning targets, clear instruction, effective use of questioning to review and extend pupils' prior knowledge, and a good level of support provided for individual and groups of pupils. In most lessons, teachers demonstrate very effective management and organisation skills and maintain high expectations of behaviour. Most marking and the day-to-day assessment of pupils' work fails to provide pupils with a consistent and clear understanding of the quality of their work and how it might be improved. The provision of homework to reinforce and extend the pupils' learning is inconsistent. In the small number of lessons where teaching is unsatisfactory, expectations of attainment and pupils' response are low. This results in misbehaviour by a significant minority of pupils, insufficient work being covered during the lesson and a low level of attainment by the majority of the pupils.
- 147 A comprehensive policy is in place. Long, medium and short term planning for the subject provide a sound framework for the teaching of the programme of study. However, there are insufficient planned opportunities for pupils to use and apply their knowledge and skills to real life mathematical problems and school-based projects. The school uses a system of setting by ability in Years 5 and 6. This has improved the opportunities for pupils to make progress at their own level. Sound procedures for assessing pupils' attainment are in place at end of both key stages and through the use of annual internal tests. However, the school has yet to develop a coherent system of recording assessment details for the subject. Assessment to inform curriculum planning and set targets for future learning are not well developed.
- 148 The subject co-ordinator monitors planning and has had some opportunity to monitor teaching. The subject has been further promoted through the development of appropriate staff training. Resources to support the teaching of the subject are sufficient in range, are of sound quality and are appropriately used to support learning. All National Curriculum statutory requirements are met.

Science

- 149 Results for the end of Key Stage 1 teacher assessments in 1997 indicate that attainment for the majority of pupils is well below the national average. Inspection evidence concurs with these findings. Scrutiny of pupils' work and discussions with pupils indicates that although they know what living things need to grow, and have an idea of their habitats, they are not able to sort living things into groups using simple features. Pupils have a little knowledge of how materials change state by heating and cooling and have some idea about electrical circuits but do not attain the required standards in physical science. Pupils are not sufficiently familiar with experimenting and investigating in science and this is a weakness at the end of Key Stage 1.
- 150 Younger pupils in Key Stage 1 are developing their observation skills and are hypothesising as to why different plants grow at different rates and have a different appearance. These pupils are able to communicate their findings by explanations, drawings and charts.

- 151 By the time they reach the end of Key Stage 2 the majority of pupils are attaining national standards in all aspects of science. Pupils are able to select appropriate materials to use for experiments and are able to present their observations and measurements clearly using tables. They are beginning to plot graphs of their findings and they plan to use their graphs to point out and interpret patterns and to draw conclusions. Pupils know the major organs of the human body and can identify organs in plants. They can describe and explain physical phenomena.
- 152 Younger pupils in this key stage are able to predict which of a number of items conduct electricity and they are most confident in the use of subject words. They are able to record their findings appropriately on a chart, can describe differences between the properties of various materials and can classify these. The youngest pupils are able to retrieve scientific information from texts and begin to compose their own booklets of information.
- 153 The rate at which pupils build their knowledge and skills is broadly sound overall in Key Stage 1 although there is a decrease in the rate of progress at the top of the key stage. The younger pupils make good progress in understanding variable conditions and their effects upon plants. They also learn about the properties of materials and how bubbles are formed. English as an additional language pupils are well supported and make good progress. At the top of the key stage there is evidence of progress in the life processes and living things, materials and their properties and physical processes. Although there is some progress in experimental and investigative science it is insufficient.
- 154 Pupils in Key Stage 2 make good progress overall. Pupils at the end of the key stage make good gains in understanding the process of fair testing and they learn the scientific names for some of the major organs of the body, how to identify organs in plants, and to classify living things. These older pupils at Key Stage 2 also learn about the properties of solids, liquids and gases and become familiar with the process of filtration. They learn to present their observations and measurements clearly using tables and are beginning to plot graphs with a view to interpreting patterns and drawing conclusions. Younger pupils in this key stage learn to retrieve information from text and use their first hand experience of pond dipping to help inform their work. Pupils with special educational needs integrate well and receive good support from their teacher. English as an additional language pupils develop their language skills. Both groups make sound and sometimes good progress in relation to their previous level of attainment.
- 155 Pupils' attitudes to science are generally good. Pupils listen attentively to their teachers and they respond positively to questions by giving well thought out answers. They demonstrate genuine interest in the subject matter, are keen and enthusiastic about their work and settle down to written tasks quickly. They concentrate well and sustain their interest. Generally pupils behave well in science lessons, they are polite and courteous, and relate well towards each other. Occasionally pupils become restless and lose attention but this is the exception.

- 156 In all observed lessons at both key stages teaching is always sound and often good or very good. Lessons are well planned with clear learning objectives and appropriate National Curriculum references. Teachers have a good subject knowledge and make good use of scientific vocabulary, such as 'habitat'. They have good rapport with their pupils and manage behaviour most effectively. Teachers make skilful use of questions and prompts and encourage pupils to respond and contribute in lessons. Teachers provide useful reminders to pupils and recap on previous learning to ensure that what is taught builds on what went previously. They give clear explanations about the task in hand. There is very good liaison with the EAL teachers and adult assistants are well briefed which helps to ensure that EAL pupils and SEN pupils are well provided for. Some lessons are planned with a range of activities which are closely matched to individual pupils' needs and individuals are supported by the teachers or assistants. Pupils are provided with a good range of resources and these are easily accessible. In some classes there is an over reliance on worksheets.
- 157 The subject has two co-ordinators a co-ordinator for Key Stage 1 and a co-ordinator for Key Stage 2 and there is a scheme of work for each key stage. The co-ordinators work with the senior management team and monitor planning and samples of pupils' work. As yet there is little monitoring of teaching in either key stage although there has been some monitoring of teaching in Key Stage 2. The co-ordinators are appropriately qualified and have good subject knowledge. There is evidence of assessment being used to inform planning in some classes but the use of assessment is variable and lacks consistency. Resources are adequate, in good condition, and reasonably accessible, being located centrally and in some classrooms. The statutory requirements of the National Curriculum are met in full.

Other subjects or courses

Art

- 158 The judgements about Key Stage 1 art are based on the scrutiny of pupils' work, displays, photographic records and discussions with pupils and teachers. Little direct teaching of art was observed in Key Stage 1 during the week of the inspection.
- 159 The attainment of pupils at the end of Key Stage 1 meets the national expectations. Pupils at the end of Key Stage 1 can record their ideas confidently and show a developing ability to represent what they see, for example, they draw easily recognisable and accurate pencil and charcoal pictures of their school building and they paint pictures of a range of light sources to support their science work. These older pupils in the key stage choose their own materials and resources to design and make hats for their religious celebrations and make firework pictures using a range of appropriate materials such as coloured foil, glue and card. These pupils also work practically with materials including clay and make artefacts such as clay pots for growing their cress seeds. Older pupils in Key Stage 1 have compared the styles of different artists. They recognise the styles of Monet and Van Gogh and have produced pictures in the styles of these famous artists. Younger pupils in this key stage have produced good paintings in the style of Van Gogh and attractive prints of flowers. They have also made paste compositions on the theme of Spring. These pupils have also produced three dimensional card models of painted houses, and neatly stitched samplers, and have painted pebbles collected on a school visit. The youngest pupils in the school have produced attractive three dimensional masks which show a developing ability to use materials and have produced three dimensional models of frogs made from egg boxes.

- 160 Pupils at the end of Key Stage 2 are attaining national expectations. They select relevant resources and experiment with paper techniques such as paper tearing to make Greek masks. They are also beginning to evaluate and comment on each other's work. Other pupils are developing their sketching and observational skills. They produce some good examples of Greek architectural drawings and some detailed examples of sketches of telescopes and imaginatively composed work on line in pastels in the style of Paul Klee. These older pupils have produced some detailed samplers in the Victorian style using a range of stitches. Pupils have also produced two and three dimensional symbols of Buddhism showing the eight fold path, attractive and detailed models of the Mezuzah and a well constructed life size model of a Roman soldier. Younger pupils in this key stage produce attractive pastel and crayon pictures in the style of David Hockney, and imaginative three dimensional waterfall models using a good range of material. These pupils also produce detailed Tudor portraits. The youngest pupils in this key stage are selecting resources and producing paintings in the style of Monet.
- 161 Across both key stages progress for all pupils is sound. This includes those pupils for whom English is an additional language and those with special needs. Pupils acquire and refine their drawing skills and build on their experience and competence in a range of media. Key Stage 1 pupils learn to recognise the styles of some famous artists and produce paintings in their styles. They also learn to select and use resources for their visual and tactile qualities, work with a range of tools and materials, and present their work in two and three dimensions. Key Stage 2 pupils further develop their drawing skills and they continue to develop their ability to select relevant resources and materials, and experiment with ideas suggested by their selected resources. These pupils learn to express their ideas in two and three dimensions. Little evidence of development in the use of clay was evident in the upper part of Key Stage 2 during the inspection. This is because clay work is undertaken at the end of the year.
- 162 Pupils attitudes to art throughout the school are good. Pupils of all abilities work co-operatively and independently as appropriate. They are able to concentrate on their work and work diligently and conscientiously. Pupils are interested in their work, they take care over it, and are keen to talk about it. Pupils show appreciation of the work of others.
- 163 The quality of teaching throughout the school is satisfactory and it is sometimes good, most notably in the middle of Key Stage 2. Lessons are effectively planned and teachers generally have a good rapport with pupils and sometimes introduce humour effectively. Teachers support pupils well. They use questioning techniques well and challenge pupils to think about what they are doing and the affect it has on the quality of their work. Resources are appropriate and readily to hand and teachers always have sound knowledge.
- 164 The school does not have a scheme of work for art, however, there is a carefully produced development plan for the subject and the co-ordinator has plans to introduce a scheme. Planning is carried out in year groups and the co-ordinator monitors planning and pupils' work to ensure that what is taught builds on what went before. As yet there is no monitoring of teaching. Resources are well organised and easily accessible to staff. The subject meets statutory requirements. However although there is evidence of work on textiles and three dimensional work such as clay but this is underdeveloped. There is no scheme of work for art.

Design & Technology

- 165 At the end of both key stages, pupils' attainment in design and technology is broadly in line with the national expectations. Although only a small amount of teaching was seen during the inspection, evidence from a variety of sources such as work displays around the school, pupils previously made models, and discussions with pupils and teachers supports this judgement.
- 166 Pupils make satisfactory progress as they move through the school and this judgement is supported by scrutinising current and previous work showing evidence of the main elements of designing, making and evaluating. In the lessons observed pupils are interested and involved and make sound progress across both key stages. They are able to work together in groups, sometimes unsupervised. They share opinions, discuss ideas and cooperate well. In a Year 3 class pupils were seen designing a garden dibber for use in planting seeds. They are able to design a method of ensuring depth consistency and to evaluate its effectiveness. Pupils with special educational needs make at least sound and sometimes good progress in relation to their previous level of attainment.
- 167 A Year 4 class were seen making a Tudor cart using a hand drill and strengthening tabs for the corners of the wooden rails. This is an example of the cross curricular approach often used in design and technology in both key stages.
- 168 At the end of Key Stage 1 a class was observed completing a desk-pot which they had previously designed; some pupils were observed evaluating effectiveness in holding their pens, pencils and rubbers.
- 169 The teaching of design and technology is satisfactory and sometimes good at both key stages. The work is carefully planned, pupils are given clear reminders about safety, and appropriate teaching strategies are used. However there is little if any evidence of the use of information technology in design and technology activities, and in the opportunities for assembly and disassembly techniques.
- 170 Whilst there is a satisfactory range of resources and equipment throughout the school there is over reliance on the use of "junk" materials. Particularly in Key Stage 1 where design and technology is not sufficiently separated out from art as a subject area.
- 171 The subject is led by an enthusiastic and knowledgeable co-ordinator who is anxious to develop the subject and to provide more support to fellow teachers who may be lacking in confidence. The requirements of the National Curriculum are met in full.

Geography

- 172 Only one lesson was observed in Key Stage 1 during the inspection due to timetabling arrangements. Evidence is drawn from scrutiny of pupils' work, displays and discussion with pupils and teachers.
- 173 The attainment of pupils at the end of Key Stage 1 is below the national expectation. At the end of Key Stage 2 it is in line with national expectation.

- 174 By the age of seven, pupils show some understanding of direction and the points of the compass, though their knowledge is not secure. They have some experience of constructing plans and have recorded their observations about the environment in simple form. They know some geographical terms but their ability to use these to describe the physical and human features of places studied is limited. They are unsure and inaccurate when asked to identify the countries of the United Kingdom on a map. By the age of eleven, pupils have acquired good factual knowledge covering a wide range of topics, such as climate, the world map and pollution. They use appropriate geographical vocabulary and demonstrate a sound understanding of the factors that affect settlement and the environment. They can describe the course of a river from its source and the changes it can bring about in the landscape. In their map work, they understand simple co-ordinates and how they are used. They are able to discuss contrasting localities using relevant features and can suggest suitable questions for geographical enquiry.
- 175 Progress in Key Stage 1 is unsatisfactory. Younger pupils in the key stage begin to make appropriate progress in understanding how maps represent different features by recording routes in picture form. However, this progress is not maintained due to insufficient coverage of the subject. Progress at Key Stage 2 is good overall though better progress is made later in the key stage where work is particularly thorough. Subject knowledge and skills are consolidated well. Pupils with special educational needs make unsatisfactory progress at Key Stage 1 and good progress at Key Stage 2, where they reach a satisfactory standard relative to prior attainment.
- 176 Pupils' response in geography lessons is at least satisfactory in all lessons and in the majority it is good. They show interest in their work and are keen to comment and ask questions. They concentrate well on what they are given to do, though the standard of presentation is variable across the school, with only that in Years 5 and 6 being consistently good.
- 177 The quality of teaching is sound. This judgement is made mainly on the basis of observations in Key Stage 2. Lessons build effectively on previous work and are well planned. There is a strong focus on geographical terminology and factual knowledge, and staff are confident in their presentation of information. Classes are well managed with some assessment of learning in introductions to topics and effective recaps at the end of lessons. Speaking and listening skills are usefully developed in some classes when pupils review their work for others. Information technology has been effectively used in map-making to support topic work on the city of York. Effective use of support enables pupils with special educational needs to have access to the main focus of lessons. Although there is an appropriate level of challenge in the content of the work presented to pupils, many of the tasks they are given to do are highly structured, providing limited opportunity for pupils, especially older ones, to show initiative and skills of enquiry.
- 178 The scheme of work has been recently revised by the co-ordinator, who has prepared useful guidance for staff and assessment material for Key Stage 2. However, monitoring of planning and teaching is under-developed. Coverage of the curriculum in Key Stage 1 is insufficient for pupils to acquire a satisfactory degree of knowledge and skills and to make appropriate progress. At Key Stage 2, teachers make effective cross-curricular links with other subjects such as history and science, and specialist teaching by the co-ordinator has had an impact on attainment and progress for older pupils. The school makes good use of the local environment and localities further afield as a resource to enrich the work in geography. The requirements of the National Curriculum are met.

History

- 179 During the inspection few opportunities were available to observe history at Key Stage 1. Judgements at this stage are therefore also based on structured discussions with pupils, scrutiny of their work, talking with teachers and study of available documentation. At the end of Key Stage 1 attainment is below the national expectation and progress is unsatisfactory. At the end of Key Stage 2 pupils' attainment is in line with national expectations and they make good progress. Pupils with SEN have full access to the curriculum and overall make satisfactory progress in relation to their prior attainment, however, planning does not always take sufficient account of their needs and this restricts the progress they make.
- 180 Pupils start at Key Stage 1 with some understanding of past and present events in their own lives and an increasing vocabulary relating to the passage of time. By the end of Key Stage 1 pupils are developing further their understanding about aspects of the past, both by identifying characters in history, such as, Grace Darling or Dr. Livingstone, and through learning about events such as the gunpowder plot. They can identify differences between life now and life earlier in the century. However, by end of Key Stage 1 insufficient progress has been made, their knowledge and understanding is not sufficiently deep or secure. They have developed a greater sense of chronology. They understand and talk confidently about events ranging from the Ancient Greeks to life in Victorian times. Pupils compare and contrast the nature and experiences of everyday life in the city states of Athens and Sparta using a range of sources from which to gain their information. They confidently discuss stories such as, 'Theseus and the Minotaur', and besides writing their own account of the story, collaborate in groups to write a play. They talk about the Vikings, their life style, and their characteristics. In work on the Tudor period, pupils provide an accurate account of events surrounding the Spanish Armada. Through books, tapes, photographs, and visits, pupils are able to gather evidence on how people lived during various periods of history and they present their findings in display using photographs, illustrations, writing, and models.
- 181 Pupils enjoy history and have a positive attitude to the subject. Many talk enthusiastically about what they have done, whether it be the talking about the wives of Henry VIII, or a visit to the museum when studying life in ancient Egypt. They show a pride in displaying their knowledge when answering questions. They sustain interest in the work they are doing for significant periods of time and talk confidently about the events.
- 182 Due to timetabling only one lesson of history was observed at Key Stage 1 and this was unsatisfactory because the planning did not sufficiently take into account individual needs, nor did it make the best use of available resources. At Key Stage 2 the quality of the teaching is never less than satisfactory, is sometimes good and occasionally it is very good. In those lessons where it is good or better, teachers' knowledge and understanding of the topic and their planning and organisation of lessons, create a stimulating environment for learning. In these lessons, individual needs are met and a range of strategies are used to challenge and extend pupils and support learning. A strength of the teaching is the way in which other subjects, such as art, English and geography are used to reinforce and support learning. The use of assessment to inform the next stage of learning is inconsistently used across the school.

183 The recently produced policy identifies clear aims and objectives, however, the scheme of work lacks necessary detail and contains insufficient guidance to staff. This adversely effects continuity and progression. Whilst there are insufficient resources, the absence of a resource audit makes it difficult to prioritise needs. Insufficient use is made of the available loan service to support pupils' learning. The role of the co-ordinator is not yet sufficiently developed, and strategies to monitor effectively the quality of teaching and learning are inadequate. The requirements of the National Curriculum are met.

Information Technology

184 By the end of Key Stage 1 and 2, pupils' attainment is below the national expectation. During the inspection, a small number of pupils were observed using information technology to develop their skills to support learning in other subjects, and some direct teaching was observed in both key stages. However, overall there is insufficient focused teaching to ensure progression and continuity in the development of skills across the programme of study and the application of those skills within other areas of the curriculum.

185 By the end of Key Stage 1, pupils have developed some information communication skills in word processing, graphics, and simple data handling, and are able to use a mouse and keyboard to control a program. Younger pupils in the key stage are able, with support, to operate a programmable robot for control purposes. By the end of Key Stage 2, pupils can enter, store and print both graphics and text. In word processing they can lay out the text, change its appearance and correct as necessary. They are able to enter data onto a database, retrieve information at a later date and interrogate it to find information. Using a CD-ROM facility pupils are developing the skill of referencing to support their studies in a range of subjects, particularly history and geography.

186 Satisfactory progress is made throughout both key stages; however, by the end of Key Stage 2, pupils have not developed the full range of skills expected by the time they are due to transfer to the next phase of their education. Pupils with special educational needs and those pupils with English as an additional language make at least sound progress in relation to the targets set for them.

187 In the two class lessons seen, the teaching effectively helped pupils to develop their skills in using the computer to combine different forms of information about their trip to York through the use of a set of commands. Pupils in both lessons responded positively.

188 A clear policy promotes the integration of information technology into other subjects of the curriculum and the provision of the full programme of study. These objectives are not yet being fully addressed. A good skills development programme is in place which is clearly linked to the assessment procedure. Both are in the early stages and, therefore, it is not possible to evaluate their long term impact on attainment. In line with the policy, teachers' planning across the curriculum includes information technology but it is not yet sufficiently focused upon the clear development of skills.

189 The subject co-ordinator provides positive leadership in the subject and has led the development of policy, the scheme of work and the skills checklist for assessment. A satisfactory programme of staff training has taken place. Resources are adequate to support the subject but the quality of the computers and printers is variable with some relatively new machines and others which are outdated. This results in some incompatibility between computers and the continuous need for teachers to have a secure knowledge of the use of a range of machines and software. The majority of classes have one computer and few have two. The school has transferred a significant number of computers into a spare classroom to provide a facility for whole class teaching. However, during the inspection this room was observed being used only twice. A satisfactory amount of software is available to support other subjects. The subject meets the requirements of the National Curriculum.

Music

190 Attainment at the end of both key stages is below the national expectation. At the end of Key Stage 1, pupils can repeat a simple regular pattern but are unable to maintain a steady beat. They listen carefully to music and talk very simply about the sounds they hear in terms of loud and soft. The ability to recognise and describe other musical elements are under developed. Although pupils appear to enjoy singing, their repertoire of songs is limited. They are in the very early stages of singing together, and pitch, dynamics, and rhythm are not secure. There is also little opportunity given to practise and improve the quality of singing. Because of language difficulties, a significant minority of pupils are not able to learn or remember the words of the songs they are singing. Pupils play some untuned instruments correctly but are uncertain of their names. Composing and performing is not a regular feature of lessons. Nor is the opportunity for pupils to improve the dynamics, tempo, and timbre of their ensemble work. By the end of Key Stage 2, pupils can sing from memory, but phrasing, pitch, and tone is often poor. They have learnt a limited range of songs and hymns and have the opportunity to perform to an audience in concerts and festivals. There are no opportunities for improvised singing or extending the range to include rounds and singing in two parts. Pupils have some opportunities to perform on percussion instruments, recorders and ocarinas. They create backgrounds for stories often linked to topics, but seldom refine their compositions or play any complex musical structures or rhythms. Higher attaining pupils can read from a simple score. Pupils generally listen to music with good concentration.

191 Progress is generally unsatisfactory for all pupils, including those with special educational needs and English as an additional language. However the few pupils who receive additional support through extra-curricular teaching in recorders, ocarinas and singing make sound progress. During Year 1 pupils begin to increase the number of songs they have learnt in the reception class. They often add actions and sometimes accompany them with instruments. However a general lack of staff confidence and knowledge and the use of a taped accompaniment with voices negatively affects the progress made by the pupils in singing together and listening to each other. In Key Stage 2, although pupils continue to listen to music, many are unable to express their opinions or use a developing musical knowledge and vocabulary to support their views. This particularly applies to the EAL pupils. All pupils understanding of music from different times, cultures and styles is limited.

- 192 The response of pupils in both key stages is at least satisfactory and sometimes good. When challenged and involved in lessons, pupils concentrate and display enthusiasm for their work. They are particularly keen to play an instrument, and if given the opportunity are willing to practise and improve the quality of their performance. There is a lack of enthusiasm for singing from a significant minority of pupils.
- 193 The quality of teaching overall is unsatisfactory at both key stages. However there are a few examples of satisfactory teaching, especially when extra-curricular activities are taught. In the sound lessons, teachers have a secure musical knowledge and are confident to teach the subject. There are clear objectives to the lesson and opportunities in the focused tasks for pupils to improve their performance. In the high percentage of unsatisfactory lessons, teachers lack confidence and their subject knowledge is insecure. This results in the acceptance of low standards from the pupils. The pace is slow, tasks are dull and lack challenge, and the musical content and teaching of skills is missing.
- 194 The co-ordinator works hard to provide opportunities for some pupils to improve their skills through extra-curricular activities and join other schools in music making activities. She has also recently produced guidelines to support staff in their teaching. There is however no monitoring of classroom teaching or the opportunity for the co-ordinator to share her good practice with members of staff who are not effective in teaching the subject. The use of assessment to inform planning is underdeveloped. Although resources are adequate there is a lack of opportunities for pupils to hear live music or begin to play an orchestral instrument. At the moment music does not significantly enrich the expressive arts curriculum in the school. The requirements of the National Curriculum are met.

Physical Education

- 195 Standards of attainment are in line with national expectations at the end of both key stages. At the end of Key Stage 1, pupils are able to plan and perform a variety of movements which reflect an awareness to speed, direction, and position in both dance and gymnastics. At the end of Key Stage 2, their level of performance in the range of activities taught has further improved and they demonstrate a greater understanding of the rules and skills associated with those activities.
- 196 Pupils at both key stages generally make sound and sometimes good progress in relation to their prior attainment. Pupils starting at Key Stage 1 are developing an understanding of P.E. routines and an increasing awareness of themselves. They understand the need to change into appropriate dress, and considerations such as finding suitable spaces to work in safely. By the end of Key Stage 1, pupils are moving confidently with increasing control and co-ordination. Appropriate emphasis on health and safety is reflected in warming up activities and the manner in which pupils move about the hall and get out and put away apparatus. In gymnastics they move and balance using different parts of the body, both on the floor and on apparatus. In dance, movements reflect an awareness of the mood and rhythm of the music. This represents sound and sometimes good progress. By the end of Key Stage 2, progress is reflected in improved control, co-ordination, and performance. In gymnastics, pupils use the floor and apparatus when performing a series of movements which incorporate curling, stretching and jumping, and through practise improve the quality, variety and accuracy of their movements. In dance, pupils working both individually and in pairs show an awareness to order, direction and control when performing sequences of movements. In games and athletics, pupils' increasing awareness of speed, direction and distance is reflected in their throwing and catching skills.

- 197 Pupils at both key stages are well motivated, interested and responsive and appear to enjoy all aspects of the subject. They enjoy the opportunity to be physically involved in activities. They work well individually, in groups, and in team situations, and respond enthusiastically to the challenge that the various activities present.
- 198 The quality of teaching is satisfactory and sometimes good at Key Stage 1. At Key Stage 2 it is occasionally unsatisfactory but often good. Good teaching is characterised by activities which challenge and extend pupils and by lessons which are well organised and provide plenty of opportunities for pupils to be physically involved in the lesson. Whilst almost all teachers monitor activity closely and are quick to use praise to build confidence and improve performance, insufficient emphasis is placed on providing opportunities for pupils to discuss the quality of their performance and that of others; and to consider how it might be further improved. Extra-curricular provision is good. Besides the annual residential week where pupils have the opportunity to be involved in a variety of outdoor activities, the school enters fully into the sporting life of the area. Competitions for football, for both boys and girls, netball, rounders, swimming, cricket, cross-country, and athletics are all entered and the school enjoys a significant degree of success. Approximately one third of pupils from Key Stage 2 are involved in competitive rounders, swimming, athletics and cricket during the Summer Term, supervised by five staff.
- 199 A clear development plan is in place which appropriately identifies the need to strengthen many aspects of the subject. These include the scheme of work, which at present lacks detail and structure. It also does not provide sufficient guidance to staff on planning, content and methodology. This adversely effects continuity and progression as pupils move through the key stages. Assessment does not sufficiently inform planning, with the result that individual needs are often not being sufficiently addressed. The role of the co-ordinator is not sufficiently developed, insufficient opportunity is available to monitor the quality of provision and its impact on attainment. During the inspection, games, gymnastics, athletics, and dance were observed. These represented a good range of the activities provided within the physical education programme. Whilst the programme meets statutory requirements, implementation of the programme of study in areas other than dance and gymnastics is adversely effected by the limitations of the accommodation available.

Religious Education

- 200 Attainment is below the expectations of the locally agreed syllabus at the end of both key stages. The collective worship seen contains a significant element of religious education and positively effects the quality of provision. At Key Stage 1, pupils can describe very simply some of the events that happen during religious festivals. They listen carefully to stories associated with these festivals and talk about their own personal experiences during these times. However many of the pupils have difficulties communicating this information because of their poor command of English. With help they sequence events leading up to the birth of Christ. They know that religious communities have different places in which to worship and they describe some of the celebrations that happen when worshipping in a mosque. Pupils recognise that Muslims and Christians have special books that are important to them. Only a small minority of pupils can talk about the experiences and feelings of characters and stories from religious traditions. Although not able to express their opinions easily, pupils, in their actions and behaviour, show care and concern for each other and know that peoples' views should be respected. At Key Stage 2, pupils understand some of the major beliefs, symbols and observances of Christians, Muslims, Buddhists, Sikhs and Hindus. They make simple comparisons between the rules and customs of these faiths and relate them to their own lives. In their study of journeys made by famous people such as Muhammad and St. Bernadette they explain how their lives were affected by their belief in a God. They are familiar with the ceremonies associated with joining and belonging to a faith, and particularly baptism. They are not yet always able to state reasoned personal standpoints or meaning in religious and moral issues. However pupils understand the importance of rules and personal responsibilities within a community.
- 201 All pupils including those with special educational needs and English as an additional language (EAL) make satisfactory progress. This progress is accelerated towards the end of Key Stage 2 as pupils with EAL become secure in their command of English. In Key Stage 1 progress is made through listening to stories often related to moral issues and times of special celebrations such as baptism, birthdays and weddings. In Key Stage 2, pupils develop an understanding of the concepts of belief, respect and consideration for other faiths, as well as the importance of personal qualities such as tolerance and sharing. A very good example was seen in Year 6 where pupils discussed and prepared a very positive display on 'Let's kick racism out of football.'
- 202 Pupils enjoy listening to stories about religion and have a developing awareness of moral issues and how the teachings of the principal religions relate to them. Year 6 pupils sometimes plan their own class assembly from a suggested list of topics agreed with the class. However pupils seldom take responsibility for their own work or show initiative and independence in personal study. They understand the importance of showing kindness to each other and respecting the different beliefs and customs of other people.
- 203 Teaching is at least satisfactory at both key stages, with almost half the lessons being good at Key Stage 2; at Key Stage 1 all the lessons are satisfactory. Teachers are knowledgeable and interested in the subject and in the most successful lessons provide a stimulating focus and interest for the pupils. Years 3 and 4 met together to share their knowledge and understanding of friendship associated with the Sikh and Hindu religions. At the end of the lesson they gave out friendship bracelets they had made for each other. Good links are made with other subjects such as history and geography, as was seen in the work on pilgrimage by Year 6. Good opportunities are also provided for pupils to share in discussions and have times for reflection. Sometimes there is less challenge for the higher attaining pupils in the use of appropriate questioning. Occasionally dull and repetitive activities are used in lessons, such as completing printed work sheets and colouring in pictures.

The newly appointed co-ordinator has worked hard to improve the status of religious education in the school. A recently produced policy and other guidelines has helped the staff to focus more directly on the agreed syllabus and achieve a balanced curriculum. Although religious education makes a good contribution to the spiritual, moral and cultural development of pupils, there are fewer opportunities taken to visit faith centres or bring visitors into the school. Resources, including artefacts, are gradually being increased, especially with regard to other cultures. The subject meets the requirements of the Locally Agreed Syllabus.

PART C: INSPECTION DATA

Summary of inspection evidence

205 The team of eight inspectors spent a total of 29 inspection days in the school. Before the inspection, 41 parents attended a meeting with the reporting inspector to discuss their views on the work of the school. An analysis was made of the 245 pre-inspection questionnaires which the parents returned. During the course of the inspection, the team observed 136 lessons or part lessons and a variety of other teaching and learning situations, including assemblies. Discussions were held with members of the governing body, the headteacher, subject co-ordinators, other teachers, and a selection of pupils. A representative sample of pupils was heard reading. The team scrutinised curriculum plans and policies, financial statements, the school development plan, a sample of the pupils` written work in each year, pupils` records, minutes of meeting and many other documents. The pupils` behaviour in the playground and around the school was monitored.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	504	14	120	184

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	18.5
Number of pupils per qualified teacher	27.2

Education support staff (YR - Y6)

Total number of education support staff	12.0
Total aggregate hours worked each week	235.0

Average class size:	29.6
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FINANCIAL DATA

Financial year:	1996/97
	£
Total Income	724873
Total Expenditure	707821
Expenditure per pupil	1346
Balance brought forward from previous year	-884
Balance carried forward to next year	16168

PARENTAL SURVEY

Number of questionnaires sent out:

496

Number of questionnaires returned:

246

Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	27	60	10	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	35	55	6	4	0
The school handles complaints from parents well	21	61	13	4	1
The school gives me a clear understanding of what is taught	23	59	8	8	2
The school keeps me well informed about my child(ren)'s progress	29	58	8	6	0
The school enables my child(ren) to achieve a good standard of work	27	62	8	3	0
The school encourages children to get involved in more than just their daily lessons	23	61	14	2	1
I am satisfied with the work that my child(ren) is/are expected to do at home	22	55	11	11	1
The school's values and attitudes have a positive effect on my child(ren)	24	57	15	4	0
The school achieves high standards of good behaviour	26	58	11	4	0
My child(ren) like(s) school	44	50	4	2	0

Other issues raised by parents

Parents expressed concern over the varied use of homework. At the parents' meeting there was overwhelming support for the work of the headteacher and his staff.