

# **INSPECTION REPORT**

## **WHITEFIELD INFANT SCHOOL**

Nelson, Lancashire

LEA area: Lancashire

Unique reference number: 119179

Headteacher: Mrs E Cummins

Reporting inspector: Mr Ian Jones  
2758

Dates of inspection: Monday 6 March – Wednesday 8 March 2000

Inspection number: 196995

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Nursery
School category:	Community
Age range of pupils:	3-7
Gender of pupils:	Mixed
School address:	Norfolk Street Nelson Lancashire
Postcode:	BB9 7SY
Telephone number:	01282 612807
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Butterfield
Date of previous inspection:	13 – 15 January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ian Jones	Registered inspector	Mathematics	What sort of school is it
		Physical education	What should the school do to improve further
			How well is the school led and managed
			Special educational needs
Alan Dobson	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils or students
			How well does the school work in partnership with parents
			Equal opportunities
Chris Robinson	Team inspector	Art	The school's results and pupils' or students' achievements
		Design and technology	How good are the curricular and other opportunities offered to pupils or students
		Science	
Jan Hamer	Team inspector	English	English as an additional language
		Information technology	
		Music	
		Religious education	
Sue Stokes	Team inspector	Geography	Under fives
		History	How well are pupils or students taught

The inspection contractor was:

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Inspection Quality Division  
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Alexandra House  
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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Whitefield Infant and Nursery School is situated in Nelson, Lancashire and caters for boys and girls between the ages of three and seven years. Currently, there are one hundred and sixty-nine full-time pupils attending the school, with an additional seventy-eight part-time pupils attending the nursery unit. This number on roll is broadly average for this type of school. Approximately ninety-eight per cent of pupils attending the school speak English as an additional language. This is a considerable increase from the time of the last inspection in 1997 when the figure stood at seventy per cent. Attainment on entry to the nursery is exceptionally low with only a small number of children able to speak more than a few words of English. The number of pupils on the school's register for special educational needs is higher than the national average. Similarly, the number of pupils eligible for free school meals is above the national average. The great majority of pupils attending the school come from a Pakistani background and speak Punjabi or Urdu as their first language. A high percentage of pupils make extended visits to Pakistan or Mecca. Pupils are often absent from the school for between six weeks and six months.

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

This is a happy school in which children enjoy learning. It is a good school that strives to do its best for the pupils. From a very low starting point, particularly in their command of English, the pupils make good overall progress as they move through the school. The teaching observed during the inspection was of a good overall quality. The leadership and management of the school are effective and efficient. The school provides good value for money.

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

- Pupils make good overall progress as they move through the school.
- The pupils' behaviour, their attitudes to the school and their work, and their relationships with staff and one another are very good. These factors make a significant contribution to the good progress that pupils make in lessons.
- Teaching and learning are consistently good throughout the school.
- The school is effectively led and managed by the headteacher who is well supported by the governing body and teaching staff.
- The school has developed effective links with parents, working with them in close partnership.

#### **What could be improved**

- The technical guidance for teachers on teaching English to pupils whose first language is not English so that these pupils can make even better progress in this important area of their learning.
- The strategies for teaching pupils on their return to the school following extended visits to Pakistan or Mecca.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The overall development since the last inspection in January 1997 has been good. The school has been effective in improving the quality of teaching throughout the school. The introduction of the literacy and numeracy strategies is starting to have a positive effect upon pupils' attainment. The previous inspection identified weaknesses in information technology and design and technology. The school has been very effective in addressing these issues. Since the last inspection, the characteristics of the school intake have changed substantially and this makes simple measures of trends in attainment unreliable. However, the attainments achieved in reading and mathematics in 1999 were creditable. Assessment

procedures have improved. However, aspects of the monitoring and recording of pupils' progress to help guide what they learn next need further improvement. This is particularly the case in respect of pupils' progress in learning to speak and use the English language. The school has worked very hard to improve the attendance rate. It has had some success, but attendance remains below the national average. This is due to the tradition of children making extended visits to Pakistan with their families.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
reading	E	E	E	C
writing	D	D	E	C
mathematics	E	E	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Overall, pupils achieve well. From an exceptionally low level of attainment on entry to the nursery, pupils make good progress as they move through the school and attain standards that, by the end of Year 2, represent a significant achievement. However, pupils' extended visits to Pakistan have the effect of reducing their performance in the national assessments at the end of Year 2. Results over the last four years indicate a slight downward trend in standards of writing. Standards in reading and mathematics dipped to their lowest point in 1998, with improvements shown in both in 1999. The judgements of the inspectors, based on work seen during the inspection, broadly reflect the results of the national assessments. These judgements confirm that attainments at the end of the infant years are of a lower standard than is achieved by pupils of a similar age nationally. In the last three years the percentage of pupils at the school with English as a second language has risen from around seventy per cent to ninety-eight per cent. This represents a significant change in the character of the school and makes direct comparisons of pupils' attainment over time insecure. However, taken in this light, the school's improvements in reading and mathematics standards in 1999 were creditable. The school attributes these improvements to the positive effects of implementing the literacy and numeracy strategies.

The school is currently in the process of setting individual targets for pupils' achievements in English, mathematics and science.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	The pupils show a very positive attitude to school life. Parents report that their children enjoy going to school. This is apparent from the pupils' good punctuality, the look on their faces when entering the classroom and the speed they settle down to work. They are very enthusiastic about school and enjoy being there. In lessons the pupils listen attentively and are usually very keen to join in. They respond well to challenging questions even when their knowledge of English is limited.
Behaviour, in and out of classrooms	Behaviour is very good, a judgement that confirms the parents' positive views on the subject. High standards are expected and achieved without the need for a strict regime. Pupils make their own class rules: this ownership gives the pupils a sense of responsibility and helps to create an environment that is conducive to learning. Movement around the school is very orderly. The playground has a very friendly atmosphere and is generally free from any oppressive behaviour. Bullying and racism are not problems in the school
Personal development and relationships	Relationships in the school are very good. Pupils are friendly and polite. Good manners are considered very important. Throughout the school there is a strong sense of community with friendship, trust and respect very apparent between the pupils and adults. Pupils act responsibly when given independence and show initiative.
Attendance	The attendance rate of just over ninety per cent (90.2%), although an improvement from the time of the previous inspection, is well below the national average for similar schools. However, the reason is almost entirely due to the culture and tradition of the area. It is normal for many parents to take their children to Pakistan on long family visits. These visits range from six weeks to six months, usually in the autumn and spring terms. The school goes to great lengths to make parents aware of the adverse effect these visits have on their children's learning through letters home and personal meetings. When the school knows in advance that a family is going on an extended visit, appropriate work packs are given to the children concerned.

The very good behaviour, friendly relationships and very positive attitudes have a significant effect on the pupils' learning. Long absences because of extended family visits to Pakistan or Mecca have a detrimental effect upon the overall progress and attainment of the pupils.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years
Lessons seen overall	Good	Good

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

The quality of teaching seen was good overall. No teaching was less than satisfactory. In fifty-four per cent of lessons, teaching was good, very good or excellent. In nineteen per cent of lessons teaching was very good or excellent. The quality of teaching in English and mathematics was good overall. The skills of literacy and numeracy are taught well. Specific time is set each day for their teaching. Overall, teachers take care to meet the individual learning needs of pupils. A particular strength of the teaching seen was the effectiveness of the team work between the class teachers and the bilingual teachers and assistants.

#### **OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum provided for the children who are under five is good. A wide range of experiences is planned to ensure effective development of all the areas of learning. The curriculum for Key Stage 1 is broad and balanced and meets the requirements of the National Curriculum and the locally agreed requirements for religious education. All classes have time set aside each day for the teaching of literacy and numeracy. The majority of children attend the local mosque for two hours at the end of the school day. Consequently there are no extra-curricular activities provided after school. In fine weather team games are organised for the children at lunch-time.
Provision for pupils with special educational needs	Provision for children with special educational needs is good. Additional support for these children focuses on English and is mainly provided through classroom withdrawal.
Provision for pupils with English as an additional language	Nearly all the pupils in the school have English as a second language. The provision for these pupils is good. From nursery onwards, bilingual teachers and bilingual assistants help pupils in their learning. They make a very valuable contribution in interpreting and reinforcing the teaching and in encouraging pupils to respond fully to questions and the tasks they are given.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for pupils' spiritual, moral, social and cultural development is good. The emphasis placed on this, evident in the school's aims, has a positive effect on the relationships and attitudes in the school.
How well the school cares for its pupils	The level of care taken over the pupils' welfare is good. Parents approve of the school's very strong appreciation of, and respect for, the cultural background of the pupils. The school is a very friendly caring community where all pupils are valued as individuals.

The school is successful in building an effective partnership with the parents. Parents are made welcome in the school and this results in an easy relationship between teachers and parents. Bilingual staff are always available at the beginning and end of the school day to help parents who have a limited command of spoken English to talk about their children's education with members of the staff.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong, professional leadership. She gives the school a clear sense of purpose. She effectively motivates the staff to create a school that seeks to provide the best for its pupils. The teachers provide effective management support. The headteacher, supported by all the staff, has created a very positive ethos within the school in which learning is seen as an enjoyable experience.
How well the governors fulfil their responsibilities	The governing body represents the local community and provides the school with good support. The governors take their responsibilities seriously and take an active part in the life and work of the school. The governors are well informed about the school and, together with the headteacher, ensure that all statutory responsibilities are fulfilled.
The school's evaluation of its performance	The school has a very clear understanding of its strengths and weaknesses. It makes good use of the analysis of assessment results and comparative data to evaluate its own performance and identify aspects for improvement.
The strategic use of resources	The school's educational priorities are well supported through careful financial planning. The school plans beyond the current financial year to support its aim to raise the standards of attainment of all pupils in the school.

The governing body takes a keen interest in the performance of the school. It considers carefully the school's results from national assessments and how these compare with other schools. The school's budget is carefully managed and appropriately spent on staffing, accommodation and learning resources. The school effectively employs the principles of 'best value' and consequently provides good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Teaching is good.</li> <li>• Children are expected to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• Children make good progress.</li> <li>• Behaviour in the school is good.</li> </ul>	<ul style="list-style-type: none"> <li>• (No significant concerns were raised.)</li> </ul>

The inspectors agree with the comments of the parents.

## **PART B: COMMENTARY**

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

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

- 1        Approximately ninety-eight per cent of pupils who attend the school have English as a second language. Assessments carried out when the children first enter the nursery indicate that attainment in all areas of their formal learning is exceptionally low, with nearly all children having little or no spoken English. Although pupils make good progress in the nursery, by the time they are five, their attainment in most areas of learning is well below that expected for their age. Attainment in English is very low due to the extremely low starting point of the pupils.
- 2        The results of national tests in 1999 for pupils in their last year in the school indicate that their attainment in reading and writing was well below the average achieved nationally by pupils of a similar age. In mathematics it was below average. When compared with schools with similar characteristics, attainment in reading, writing and mathematics was average. In science, which is evaluated by teachers' assessments, attainment was broadly average compared to all schools and very high when compared with schools with similar characteristics.
- 3        The proportion of pupils attaining the higher Level 3 in reading and writing was well below average compared to all schools. In comparison with similar schools it was average in writing and below average in reading. In mathematics the percentage of pupils gaining Level 3 was below average compared to all schools but above average when compared to similar schools.
- 4        Results over the last four years indicate a slight downward trend in standards of writing. Standards in reading and mathematics dipped to their lowest point in 1998, with improvements shown in both in 1999. Information provided by the school indicates that the 1998 cohort included a high proportion of pupils with special educational needs. Also a large proportion of Year 2 pupils in that year made extended visits to Pakistan and this had a direct effect on performance in the national assessments at the end of the year. Moreover, in the last three years the percentage of pupils at the school with English as a second language has risen from around seventy to ninety-eight per cent. This represents a significant change in the character of the school and makes simple comparisons of pupils' attainment over time insecure. However, taken in this light the school's improvements in reading and mathematics standards in 1999 were creditable. The school attributes these improvements to the positive effects of implementing the literacy and numeracy strategies.
- 5        Over a four year period girls out-performed boys in reading, writing and particularly in mathematics.
- 6        The school is in the process of setting targets for pupils' attainment in reading, writing and mathematics. Baseline assessments are being used to project end of key stage targets for individual pupils. National assessment data is now being analysed in order to identify patterns of attainment.
- 7        Findings from the inspection confirm that attainment in reading and writing of pupils now in their final year in the school is well below average. In speaking and listening it is below average. Standards in mathematics and science are also below average by the end of the key stage.
- 8        In spite of the well below average attainment in reading, most children make good progress

over the key stage. The majority of pupils can read simple texts using a range of strategies. They can re-tell a story by relating the main features. Very few pupils read at a higher level as their ability to gain a deeper understanding of the text is restricted by their limited levels of language. By the end of the key stage most pupils can write in simple sentences and compose their own stories. Very few pupils write at higher than average levels. However, this represents good, and for some pupils very good, progress from the start of the key stage when many are still only tracing or copy-writing. Pupils make at least good progress in speaking and listening. On entry to the school many children communicate in single words or short phrases. By the age of seven most can express themselves in simple sentences, often relying on the present tense. However, few children are able to communicate through extended sentences.

- 9 Most pupils make good progress in English. However, this judgement of overall good progress includes groups of pupils who have made consistently very good progress in this subject during their time in school. These are predominantly the most able pupils. This commendable rate of progress, however, is off-set by pupils who make extended visit to Pakistan, which results in them forgetting much of what they have previously learned in school.
- 10 Standards in mathematics are below average by the end of the key stage. In mathematics, the numeracy strategy is having a positive effect on the development of numerical skills and most pupils are making good progress over the key stage. However, very few children demonstrate a broader understanding of mathematical concepts since this is dependent on the use of higher level language.
- 11 Attainment in science is below average by the end of the key stage. Children make satisfactory progress in some investigative skills and they develop an appropriate range of scientific knowledge. However, few children have a secure understanding of the key scientific ideas or the investigative process. This is partly the result of their limited command of spoken English.
- 12 Attainment in information technology was an issue to be addressed after the previous inspection. Standards are now in line with those expected at the end of the key stage. Since the last inspection, the school has made substantial improvements to the provision for information technology and a new scheme of work is ensuring the development of skills across the key stage. Pupils make good progress overall, but the better progress is evident in Year 1. Effectively, Year 2 pupils have had less time to benefit from the full effect of the new programme.
- 13 Insufficient work was observed in religious education to make a judgement about pupils' attainment. However, the school is following a Locally Agreed Syllabus, and discussions with pupils suggest that attainment is in line with expectations at the end of the key stage and that satisfactory progress is being made.
- 14 Attainment in art is above average. Art was identified as an area of strength in the last report and this has been maintained. Children make at least good progress, with some work being of a high quality. Pupils confidently use a range of art media in their work to produce two and three-dimensional products.
- 15 Attainment in design and technology was identified as an area for improvement in the last inspection of the school. Since then the provision has been improved and there is more systematic planning of pupils' work across the school. The limited evidence available during the inspection indicates that standards are now in line with those expected for pupils of their age. Pupils are making good progress in developing the skills related to making products.

- 16 Attainment in geography and history does not meet that expected for their age although pupils make satisfactory progress in both subjects across the key stage. In geography pupils identify features of the local environment and compare them with a contrasting area. In history they develop a sense of change over time through the effective use of artefacts. However, in both subjects the development of enquiry skills is limited by the pupils' lack of command of spoken and written English.
- 17 During the days of the inspection, insufficient lessons in physical education and music were observed to make secure judgements about the standards achieved and the progress made by pupils in these subjects.
- 18 Nearly all of the pupils in the school have English as a second language. However, the very good work of the bilingual teachers and assistants in interpreting the teachers' comments, supporting activities and encouraging the pupils' involvement helps to ensure that the pupils make good progress.
- 19 Currently there are sixty-one pupils on the school's register of special educational needs. Throughout the key stage pupils with special educational needs make good and in some cases very good progress. This is due to the consistent levels of support and monitoring provided by teachers, support staff, and the co-ordinator for special educational needs.
- 20 From a very low starting point, pupils make good progress overall across the key stage and some pupils make very good short-term progress. The implementation of the National Literacy Strategy is having a beneficial effect on the development of reading skills, although it has not yet had sufficient time since its implementation to have a major effect upon the level of attainment achieved by the end of Year 2. The school has recognised the need to improve pupils' writing skills and has introduced extended writing sessions throughout the school. Although pupils make good progress in their spoken English during the key stage, the school acknowledges the need for an even higher rate of progress because of the very low starting point. A greater understanding of spoken and written English will help pupils to understand more clearly what is being taught in other subjects.
- 21 Currently the school has no structure in place to ensure that pupils' language skills develop systematically and at an appropriate rate. In particular, the school does not have a procedure in place which specifically deals with the language development needs of pupils after they return from extended visits to Pakistan, where English is usually not their spoken language.
- 22 The National Numeracy Strategy is starting to make a positive contribution to pupils' numerical skills. However, the school is not yet fully addressing the broader issue of developing pupils' understanding of mathematical concepts. The pupils' limited knowledge of the English language restricts their ability to understand and use underlying concepts, both in mathematics and the other subjects of the curriculum.

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

- 23 The pupils show a very positive attitude to school life. Parents report their children enjoy going to school, and this is apparent by the pupils' good punctuality, the look on their faces when entering the classroom and the speed they settle down to their work. They are very enthusiastic about school and enjoy being there. In lessons the pupils listen attentively and are usually very keen to join in. They respond well to challenging questions even when their knowledge of English is limited. Most pupils work hard when given an activity to do, stick at it and are keen to show off their work.

- 24 Behaviour is very good, a judgement that confirms the parents' positive views on the subject. High standards are expected and achieved without the need for a strict regime. Pupils make their own class rules and this ownership gives the pupils a sense of responsibility and helps to create an environment that is conducive to learning. Movement around the school is very orderly. Noise levels are low. Behaviour is very good in assemblies and in the dining room. Dining is a civilised social occasion where good table manners are evident. The playground has a very friendly atmosphere and is generally free from any oppressive behaviour. If an incident of bullying occurs, the pupils know who to turn to and express confidence in the staff's ability to sort out any concerns. Bullying and racism are not problems in the school. There have been no recent exclusions.
- 25 Relationships in the school are very good. Pupils are friendly and polite – doors are willingly held open. Good manners are considered very important and pupils are very proud to show off their success, displayed on their class 'Star Chart for Good Manners'. Throughout the school there is a strong sense of community with friendship, trust and respect very apparent between the pupils and adults. Pupils are not cheeky. In the classroom pupils collaborate well when given the opportunity, although working in pairs and larger groups is not a feature of many lessons, even though most pupils know the importance of taking turns and sharing. Pupils are prepared to listen to each other's views. They act responsibly when given independence or allowed to show initiative. However, not all teachers provide pupils with sufficient opportunities, for instance by allowing pupils to make choices on how they tackle specific tasks. Throughout the school equipment and books are handled with care and respect. Pupils keep their classrooms tidy and there is virtually no litter around the school.
- 26 The very good behaviour, friendly relationships and very positive attitudes have a significant effect on the pupils' learning.
- 27 The attendance rate (90.2%), although an improvement on the previous inspection findings, is still well below the national average for similar schools. This is unsatisfactory when judged against national standards. However, the reason is almost entirely due to the culture and tradition of the area. It is normal for many parents to take their children to Pakistan on long family visits. These range from six weeks to six months, usually in the autumn and spring terms. The school goes to enormous lengths to make parents aware of the adverse effect these holidays have on their children's learning by sending letters home and personal meetings. The subject is also a regular theme at family assemblies. In spite of the school's best efforts, the situation remains unsatisfactory. When the school knows in advance that a family is going on an extended visit, appropriate work packs are given to the children concerned and these pupils are then taken as being educated off-site for the first six weeks of an absence. Unauthorised absence is above the national average, but this reflects some parent's lack of appreciation of English school procedures. Truancy is not a problem. The school has very good relations with the Education Welfare Service.
- 28 Extended visits affect at least a third of the pupils during their time at the school. This has a very significant impact on their learning, not only on what they have missed in lessons, but the detrimental effect on their fluency in English from spending a considerable period of time in a non-English speaking environment.
- 29 Punctuality is generally good. Registers are marked promptly and in accordance with statutory regulations. The efficient registration sets a clear and positive start to the school day.

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

- 30 The youngest pupils are taught in the nursery which is housed in its own building. Pupils enter the nursery after their third birthday and attend part-time, either for the morning or afternoon session. The rest of the pupils are taught in six classes, two for each age group. The nursery and each class have a full-time teacher, with additional support from bilingual and other classroom assistants, and nursery nurses.
- 31 The quality of teaching seen was good overall and promoted effective learning. No teaching was less than satisfactory. In fifty-four per cent of lessons, teaching was good, very good or excellent. In nineteen per cent of lessons teaching was very good or excellent. The quality of teaching in English and mathematics was good overall. The skills of literacy and numeracy are taught well. Specific time is set each day for their teaching. Overall, teachers take care to meet the individual learning needs of pupils. A particular strength of the teaching seen was the effectiveness of the team work between the class teachers and the bilingual teachers and assistants. However, standards attained by pupils at the end of the key stage do not reflect the impact of this level of teaching quality. This is due to the cumulative impact of the amount of time pupils spend away from school on long visits, the extended day that many pupils experience in attending the mosque, and the very low baseline level of attainment on entry.
- 32 The teaching of under fives is good overall. The collective efforts of teachers, nursery nurses, bilingual support staff and special needs assistants ensure that children receive a good start to their education. An emphasis is placed on the development of social skills, approaches to learning and communication skills. In the nursery there is a good balance between the six areas of learning. A range of interesting and imaginative experiences and activities are provided, which promote language and mathematical development as well as the development of social skills. The classrooms are well organised, colourful and well resourced.
- 33 Planning sheets, identifying learning objectives, are displayed at prominent parts of the nursery for all staff to use as prompts when working with children. These identify aspects to be the focus of assessment, to be recorded in notebooks and used as an ongoing record of individual pupils' development.
- 34 Pupils are provided with a range of experiences, many of a sensory nature, both inside and outside the classroom, to stimulate awareness and interest in the learning environment, as well as develop spoken language. During the inspection the nursery were using the theme of "Holes" as a platform for all areas of learning. A walk around the local area provided the opportunity for children to develop observation skills and introduce names of objects containing holes. Good use is made of intensive support from bilingual support staff to help pupils make sense of these experiences and to start to use language to explain their understanding.
- 35 There is a good mix of teacher-led and child-initiated activities. However, there is a predominance of teacher-initiated activities to allow staff to focus on the development of key basic skills. For example, when working with plasticine and clay in the nursery, the bilingual teachers working alongside the children use both their first language and English to encourage them to discuss what they were experiencing. The making of plasticine pancakes followed the previous day's experience of making real pancakes and was linked to the children's experiences of making rotis at home. In the Reception classes, the children are encouraged to repeat new words three times. This creates enjoyment in speaking, but also practises pronunciation.
- 36 The core subjects are taught well at Key Stage 1. These lessons are characterised by careful planning, good preparation of appropriate resources and lessons with a clear focus. The teachers have a secure knowledge and understanding of their subject and how children learn.



They manage the pupils well. Teachers give clear explanations of the activities and share with the pupils the purpose of the lesson. Teaching is most effective when support staff are clear as to their contribution to the learning activity.

- 37 Teaching is good in English lessons, where there is a good mix of teaching methods. Teachers regularly model reading aloud, reinforcing rhythm and intonation. The impact of this was well reflected when Year 2 pupils collectively read out a poem they had composed together. A regular feature of good mathematics lessons is the use of different activities to match the learning needs of the pupils. In science lessons, the positive features previously identified are present. However, when a teacher dominates discussion and closed questions are used, as happened in one science lesson, this impeded pupils' learning by restricting their opportunity to explore concepts or explain predictions.
- 38 The school is successfully implementing the National Literacy Strategy. The structure of the Literacy Hour is modified initially to reflect the needs of the majority of pupils for whom English is an additional language, who need to develop listening and understanding of spoken and printed English. 'Big books' are used successfully by teachers to share and model reading aloud.
- 39 As many children have long absences from school to visit Pakistan or Mecca, particularly during their last school year, this has a detrimental effect upon their language development, and consequently the standards achieved. Currently, most pupils are allocated to a lower teaching ability group on their return from extended visits where they receive teaching at that appropriate level, rather than being reassessed on return and provided with intensive support to make best use of the reintegration phase. The school does not have in place guidance to help teachers plan work for pupils for whom English is an additional language and for those pupils who return to the school following extended absences. This restricts teachers' ability to plan the development of language skills in a systematic way for individual pupils, building upon what pupils already know and can do.
- 40 The school has implemented the numeracy strategy. The skills of numeracy are well taught by the teachers who are ably supported by the bilingual teachers and assistants. Most mathematics lessons start with an introductory session followed by differentiated activities and are completed with a whole class plenary. Teachers use the opportunity to develop language as well as numeracy. Pupils demonstrate enjoyment in their activities as well as competency in a range of number tasks.
- 41 During the last inspection teaching was judged as unsatisfactory in information and communication technology. During the present inspection only one lesson was seen but from observing pupils in lessons there are clear indications that the quality of teaching has improved significantly and that there is some high quality teaching in the subject.
- 42 Evidence from pupils' work, teachers' planning and from the two lessons observed indicate that the teaching of design and technology has improved considerably since the last inspection. There is, however, insufficient evidence to make a secure judgement about the overall quality of teaching in the subject.
- 43 An insufficient number of lesson observations were made in geography, history, art, music, physical education and religious education to make secure judgements about the overall quality of teaching in each subject individually. However, when the teaching in these subjects is considered together, there are clear indications that teaching overall is of a good standard. No unsatisfactory teaching was observed in these subjects.

- 44 All teachers and support staff know their pupils well and have established good work routines and high expectations as to behaviour. This results in time being used well in purposeful endeavour. There is mutual respect between staff and pupils, and good habits of work are well established. Children move around the school in an orderly manner. This approach is consistent from nursery to the end of Key Stage 1 and maximises teachers' time for focusing on learning.
- 45 Teachers manage and co-operate well with support staff in meeting the needs of the pupils. Pupils at the first stages of English are well supported by specialist teachers, mainly in withdrawn groups. Bilingual teachers use pupils' first language to elicit their understanding and develop their confidence in responding to questions and instructions, as well as spoken English to reinforce the work of the class teacher. Provision is particularly effective in the nursery and Reception classes where teaching staff are supported well by nursery nurses and bilingual assistants.
- 46 Overall, good use is made of time and resources. Resources are generally well prepared, containing a mix of teacher and commercially produced materials. Good use is made of displays to exhibit children's work, as well providing stimulus and support for classroom activities. Most lessons have a good pace, although the introductory sessions of a few lessons are over long. This results in some children becoming restless and time for group or individual tasks being curtailed.
- 47 Most teachers know the abilities of their pupils well and use effective questioning in lessons to ascertain their level of understanding. Praise is used well to draw attention to both the quality and quantity of what pupils produce and the effort applied.
- 48 Homework in most classes is confined to reading activities. There is a limited time available for children to do additional work at home as most children attend the local mosque immediately after school. However, in a Reception class, each child has the opportunity to take home a Winnie the Pooh soft toy overnight and record their "adventures" in a book, which are then read out and discussed on return to school. Teachers in each year group regularly inform parents of the themes to be covered by pupils, and invite and guide them to support this learning through a range of suggested activities at home. For example, parents of nursery children were given a letter when they collected their child, inviting them to explore the theme of "Holes" with their child at home.
- 49 Pupils with special educational needs are catered for in both withdrawn group and in mainstream classes. Bilingual and specialist support teachers provide additional support. The quality of teaching in withdrawn groups is mainly good.
- 50 The teaching methods across the school usually take into account the language and learning needs of the large numbers of pupils for whom English is an additional language. Pupils are given frequent opportunities for supported speaking and listening. The provision of effective bilingual assistants makes a significant impact on the progress of the pupils, particularly in the nursery and Reception classes. However, there is no formal whole school policy or guidance in respect of the teaching of English as an additional language. This is particularly important in light of the increased proportion of pupils with this need from around seventy per cent to well over ninety per cent since the last inspection.
- 51 Despite this lack of structured guidance for teachers, a range of effective teaching methods is in practice used to provide for pupils' acquisition of basic literacy skills and general knowledge

and understanding. Teachers plan for pupils to revisit experiences and contexts to consolidate their learning but also to increase their understanding. For example, in a Reception class, the teacher used a familiar story - about a cat choosing how to spend his birthday money - to develop their knowledge of letters and their location in the alphabet. In a Year 1 class, a teacher effectively used the children's previous experience of a canal walk – supplemented by photographs and an Ordnance Survey map – to develop their skill of map making. In nursery, children learn to recognise their name and know which group they belong to by “self-registering” every session – they find their name card and attach it to their group card.

- 52 The effective teaching results in most children being interested and stimulated from the beginning of lessons. Where teaching is most effective, pupils are clear about what is expected of them and why they are doing the activity, as in the case of pupils producing maps of the local canal for use by another class on a future visit to the same location. However, the pace of work by some pupils in Year 2 was curbed by their lack of understanding as to what to do upon completion of a page of work, even though this practice had been explained previously.
- 53 Overall, children's interests were sustained during whole class sessions as well as when they were working in small groups or individually. Effective teaching is demonstrated when teachers related the new activities to previous learning. For example, the teacher working with pupils on an investigation into the relationship between the size of feet and height, built on the work previously done in measuring parts of the body. However, there are only infrequent examples of pupils undertaking independent investigations, and pupils are not required to apply critical comments to their own work very often. The encouragement of independent learning, particularly for the more able pupils, should become a feature of teachers' plans in the future.

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

- 54 The curriculum for the pupils who are under five is broad and balanced. It is well planned and is based on the recommended areas of learning for these young children. The quality of the curriculum provided for the children who are under five is good and a wide range of experiences are planned to ensure effective development of all the areas of their learning.
- 55 An appropriate focus on social skills in the nursery ensures that children settle quickly. The development of language is emphasised throughout the nursery curriculum and children are well supported by teachers and bilingual staff in learning to express themselves in their first language and in English. A good range of visits and visitors to the nursery enriches the curriculum. For example, a local fireman visited the nursery to tell the children about his special clothing. The Reception class teachers carry out baseline assessments and these are used well to plan work for children that builds on what they already know and can do. In the Reception classes, the development of children's language continues to be emphasised through a wide range of relevant experiences.
- 56 The curriculum for the infant pupils (Key Stage 1) is broad and balanced and meets the requirements of the National Curriculum and the locally agreed religious education syllabus. Subjects are generally taught separately, but planning for most subjects is linked to a theme. The majority of the subjects are taught on a weekly basis. All classes have time set aside each day for the teaching of literacy and numeracy. During the inspection, the teaching of literacy and numeracy was observed in each class.
- 57 There are curriculum policies and schemes of work for all subjects. These are reviewed and updated in line with the priorities identified in the school's development plan. In the main these

offer helpful guidance to the teachers. The school has successfully introduced the national strategies for literacy and numeracy and additional time is allocated to the teaching of reading and extended writing.

- 58 The school does not have a scheme or specific guidance for teachers on teaching English to pupils whose first language is not English. Also, there are no specific procedures in place for assessing and recording pupils' progress in speaking and using English. The lack of assessment records of pupils' knowledge of the English language limits the teachers' ability to identify what individual pupils need to learn next, particularly when planning work for pupils who have recently returned from extended visits to Pakistan.
- 59 All pupils, irrespective of their gender or cultural background, are taught all subjects of the school's curriculum. Nearly all of the pupils have English as a second language. From the nursery onwards, bilingual teachers, funded by the Ethnic Minority Achievement Grant, and bilingual assistants help to ensure that all pupils can be involved in learning in all subjects of the school's curriculum. They make a very valuable contribution in interpreting and reinforcing the teaching and in encouraging the pupils to respond. Provision for children with special educational needs is good. Additional support for these children focuses on English and is mainly provided through classroom withdrawal. These sessions are taught by the special needs co-ordinator after discussion with the class teachers.
- 60 The school's policy for personal, social and health education emphasises appropriate behaviour and respect for others. It includes guidelines on how to deal with bullying. This aspect of the school's provision is developed through a broad programme of activities within the school, including assembly times and subjects such as science. In the nursery, time each week is provided for children to learn to socialise, share and care for others.
- 61 The last inspection identified the provision for information technology and design and technology as unsatisfactory. There is now a scheme of work for each subject and these are having a positive effect upon the teaching and consequently the pupils' rate of progress. Substantial improvements have been made to the provision for each subject and standards in both are now in line with those expected for pupils at the end of the infant years.
- 62 The majority of children attend the local mosque for two hours at the end of each school day. Consequently there are no extra-curricular activities provided after school. In fine weather team games are organised for the children at lunch-time. These activities are well supported by supervisors and a school governor contributes to the provision by organising cricket in the summer.
- 63 A good range of outside visits and visitors to the school enhances the curriculum. These include visits to the local town, park and canal and further afield. For example, children in Year 1 visited the beach at St. Anne's and Blackpool Zoo to support their work in science. Throughout the school, visiting artists enhance art activities. For example, a local artist supported the Year 1 children in making clay faces.
- 64 The school has very effective links with its partner junior school. Discussions take place between subject co-ordinators and teaching resources are shared. This close co-operation helps to ensure a smooth transition for the pupils from the infant to the junior school.
- 65 The overall provision for pupils' spiritual, moral, social and cultural development is good. The emphasis placed on this, evident in the school's aims, has a positive effect on the relationships and attitudes in the school.

- 66 The provision for the pupils' spiritual development is satisfactory. Daily acts of worship meet statutory requirements and throughout the week pupils are provided with opportunities for brief personal reflection and singing. For example, Year 1 pupils reflected on the beauty of the environment prompted by a visit to the local canal. A quiet and calm mood was established at the start of the assembly, which also included time for the children to reflect.
- 67 In religious education pupils are taught about Islam, Christianity and Buddhism and encouraged to explore the features of each belief. For example, Year 2 children responded to the Christian parable of the house built on firm foundations and reflected on its message. In other subjects such as science, art and English, children are provided with opportunities to reflect on their lives, the world around them and the feelings of others.
- 68 The school's provision for pupils' moral development is very good and is a strength of the school. The children are consistently taught the difference between right and wrong in a straightforward and effective way. This is reinforced by all the adults in the school and by the general ethos. Positive behaviour throughout the school is promoted through the good models provided by staff. During the school day, pupils are encouraged to be thoughtful to others and to show respect for each other and for adults, as for example, in observing the classroom rules. Good behaviour and positive attitudes to work are rewarded and this is a feature of the "good work" assemblies.
- 69 There is good provision for pupils' social development. Children are given clear expectations of behaviour. The school recognises the importance of fostering positive attitudes and staff consistently acknowledge the good behaviour of the pupils. The relationships between the pupils and staff are very good. When given the opportunity children collaborate well. They share equipment appropriately and treat it with respect. However, opportunities for children to take responsibility for their own learning continue to be quite limited. The children are friendly and polite when talking to staff and visitors. Trips to the shops, park and library and visitors from the local community extend the social skills of the pupils.
- 70 The provision for the children's cultural development is good. The school values the cultural heritage of its children and parents. Close ties are maintained by the school with the family, the mosque and other minority ethnic agencies in order to extend the pupils' knowledge of their own culture. Many of the pupils also make extended visits to Pakistan and this reinforces their cultural ties. Opportunities are also provided for pupils to develop an understanding of the culture of the community in which they live, through outside visits and visitors to school, including local artists.

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

- 71 The level of care taken over the pupils' welfare is good. Parents approve of the school's very strong appreciation of and respect for the particular culture of the majority of pupils. The school is a very friendly, caring community where all pupils are valued as individuals. The headteacher knows the name of each child in the school. Pupils are very well supervised at all times. Teachers and other adults in the school get on very well with the pupils and provide good role models. Pupils are safe and secure. The school environment is conducive to learning.
- 72 Health and safety issues are taken seriously – there is adequate first aid cover, accidents are correctly recorded, equipment is regularly checked and safety is correctly stressed in lessons. Governors are fully involved in health and safety matters.
- 73 Child protection procedures are good. A member of staff has been trained in child protection procedures, and all staff are familiar with the school's own procedures. Governors have received appropriate training in the subject. The school has effective and professional relationships with the outside agencies.
- 74 The very strong emphasis on caring extends to all pupils. Individual dietary or medical requirements are correctly recorded and followed. The school is rigorous in following the correct procedures when handing pupils over to parents or carers at the end of the school day.
- 75 The school has very thorough procedures for monitoring attendance and following up all unexplained absences. Very detailed analysis of attendance is carried out by both class and year group. To encourage regular attendance, certificates are awarded to the best class each week and to individual pupils once a term. Pupils take the gaining of these certificates seriously. Parents are regularly reminded of the importance of good attendance on their children's learning. However, all the school's efforts to encourage good attendance have little effect on the major cause of absence – the well-established tradition of parents taking very long family visits in Pakistan during term time.
- 76 Procedures for monitoring and promoting good behaviour are very effective and have the full support of virtually all parents. Pupils are expected to behave to a high standard – and they rise to the challenge. The procedures work very well for a number of reasons; they are applied consistently throughout the school, pupils are treated with respect and good behaviour is positively recognised. The school keeps detailed records of any inappropriate behaviour and parents are notified as necessary. Strategies for behaviour modification are clear. The school does not tolerate bullying or racism. Any incidents that do occur are correctly recorded and parents involved. Assemblies and lessons are regularly and effectively used to reinforce the school's attitudes and procedures on these matters.
- 77 The school has improved its procedures for assessing and monitoring pupils' progress since the last inspection. However, further improvement is needed to guide the infant teachers' planning of what pupils need to learn next. The school undertakes baseline assessments for the youngest pupils when they first join the school and this does guide the planning of what these pupils need to learn next. The results of national assessments at the end of Key Stage 1 are carefully analysed by the school. The school does not, however, have in place a scheme that clearly shows the stages of learning for pupils in developing written and spoken English. This makes it difficult for the school to assess and monitor systematically individual pupil's progress in these crucial areas of their learning, especially as most pupils need considerable support in this aspect of their learning. This weakness lessens the impact of the good teaching and support in

their language development that most pupils receive.

- 78 The monitoring of pupils' personal development is satisfactory, although largely informal. Teachers know their pupils very well as is shown by the good quality of the sections on personal development in the pupils' reports for parents.

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

- 79 Parents are very supportive of the school. Based on their contributions to a well-attended pre-inspection meeting and the response to the inspectors' questionnaire, parents report that they find the school very approachable. They particularly approve of the behaviour, the quality of the teaching, the hard work the pupils are expected to do and the way the school is led. They also like the way the school is helping their children to mature and become responsible individuals. The inspectors endorse all these positive views.
- 80 A few parents had concerns about homework. The inspection found that an appropriate amount homework is set but that as many children regularly go to the local mosque after school, the school rightly accepts that it is not always realistic to expect all homework to be completed. Many pupils do not read regularly at home and this has a direct effect on the development of their reading skills.
- 81 The school is successful in building an effective partnership with the parents. The school makes parents very welcome and this results in an easy relationship between teachers and parents. Bilingual staff are always available at the beginning and end of the day and this ensures that any parents' concerns are fully interpreted and appreciated. Parents are welcomed to family assemblies which are often used to reinforce the school's attitudes – particularly regarding the detrimental effect that taking extended holidays has on their children's learning.
- 82 Information provided to parents, much of which is translated into Urdu, is of good quality. Regular newsletters and helpful background leaflets keep parents well informed on the life of the school and what is taught. However, the school misses an opportunity to involve parents further in their children's learning by not giving specific information on what is about to be taught. Workshops and meetings on subjects, such as numeracy and literacy are well attended. Opportunities for parents to meet teachers formally are good, with a meeting each term to discuss their children's progress. Pupils' reports are satisfactory and meet statutory regulations. Progress and pupils' strengths are clearly stated but guidance on what a child needs to do to improve is only rarely included.
- 83 The home/school agreement has been signed by almost all of the parents although the school has not yet any clear indication that that this has had any impact on the level of parental involvement. Parents are regularly invited to help in the classroom and although the number of helpers is relatively small, this help is well organised and makes a good contribution to the pupils' learning.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 84 The school is effectively led and managed by the headteacher who is well supported by the governing body and the school staff. The headteacher provides strong, professional leadership.
- 85 The headteacher gives the school a clear sense of purpose. She effectively motivates the staff to create a school that strives to provide the best for its pupils so that they can achieve their full potential. Overall teachers provide effective management support. The headteacher, supported

by all staff, has created a very positive ethos within the school in which learning is seen as an enjoyable experience.

- 86 Under the leadership of the headteacher, the school is very focussed upon raising the standards of achievement of all pupils and is working hard to achieve this aim. The changes to the intake over recent years, through the much increased percentage of pupils for whom English is an additional language, has meant that the positive effects of initiatives and strategies introduced by the school to raise standards are not fully reflected in the results of assessments at the end of the key stage. The school has worked hard and been successful in improving the quality of teaching in the school. It is much improved since the last inspection and this is having a positive effect upon the pupils' learning.
- 87 The school has correctly identified its strengths and the areas which need further development. It has acted to address the areas for development and has included them in its development plan. The aims of the school are appropriately focussed upon promoting high standards and good relationships within a caring learning environment. The school is successful in ensuring that these aims provide direction for the school's work and are reflected in its day-to-day life.
- 88 The governing body represents the local community and provides the school with good support. The governors take their responsibilities seriously and take an active part in the life and work of the school. The governors are well informed about the school and, together with the headteacher, ensure that all statutory responsibilities are fulfilled. The governors have a clear understanding of the school's aims, they understand the challenges faced by the school and have a clear vision of where the school should be heading. The governing body has been involved in creating the school's development plan and budget. Through these activities, the governors have gained a full insight into the strengths and weaknesses of the school. Individual governors make regular visits to the school during the school day. Some are involved in helping in classrooms and in supporting lunch-time activities. The governors bring a wide range of experiences to the management of the school. They are well informed about developments, the standards achieved and the effect of extended absences upon the pupils' education.
- 89 The school has a very clear understanding of its strengths and weaknesses. It makes good use of the analysis of assessment results and comparative data to evaluate its own performance and identify aspects for improvement. It has correctly identified the need to develop a detailed programme of work that will guide teachers in their planning of work for pupils whose first language is not English, so that they develop appropriate skills systematically as they move through the school. Additionally, the school has identified the need to link the programme of work to assessment and recording procedures so that it helps teachers to plan work which builds upon what pupils already know and can do.
- 90 The school's educational priorities are well supported through careful financial planning. The school plans beyond the current financial year to support its aim to raise the standards of attainment of all pupils in the school. Grants for supporting pupils whose first language is not English are very effectively used. Bilingual teachers and assistants play a vital role in the teaching and learning process. The school appropriately spends money on teaching, learning resources and accommodation. The school has accumulated a large carry forward of money. This is part of the school's budgeting strategy so that it is able to cope with predicted changes in the number of pupils on role and for some necessary building work. The school has a good understanding of the principles of best value and employs them when making purchases. The school has adequate and appropriately trained and experienced staff to teach the age and meet the needs of the pupils. Accommodation and learning resources are sufficient and appropriate



for teaching the requirements of nursery children and pupils in the infant years of their schooling.

- 91 When the low starting point of the pupils is taken into account, the good overall teaching and learning in the school and the effective way in which the school addresses challenging issues, it is judged that the school is providing good overall value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- 92 The school is very aware of what needs to be improved further. It has correctly already identified the following key issues.

- Develop and implement technical guidance for teachers on teaching English to pupils whose first language is not English so that these pupils can make even better progress in this important area of their learning by: (20, 21, 39, 58, 77, 89, 125)
  - a) developing a detailed programme of work for English to guide teachers' planning that identifies each stage of learning, so that pupils develop their English language skills systematically as they move through the school;
  - b) developing an assessment and recording system that will help to:
    - monitor each pupil's progress through the English language programme of work;
    - ensure that what pupils are taught builds upon what they already know and can do.

- 93 Improve the strategies for teaching pupils who have returned to the school following extended visits to Pakistan by: (21, 39, 58, 125)
- a) having a clearer record of what they knew and could do before they left for the visit, assessing their level of attainment on their return to school and by using these assessments to set challenging targets for individual pupils;
  - b) introducing extra, focussed support for these pupils to help boost their rate of progress so that they can catch up with the pupils who have not been away;
  - c) developing guidance for teachers to support the teaching and learning of pupils who have been absent for extended periods of time.

*The numbers in brackets relate to the main paragraphs of this report where these issues are mentioned.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	42

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	16%	35%	46%	0	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	39	169
Number of full-time pupils eligible for free school meals	0	58

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	Yr – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	7	61

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	234

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	15

### Attendance

Authorised absence	%
School data	6.9
National comparative data	5.4

Unauthorised absence	%
School data	1.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	29	34	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	22
	Girls	27	28	27
	Total	44	46	49
Percentage of pupils at NC level 2 or above	School	70 (54 )	73 (84 )	78 (67 )
	National	82 (80 )	83 (81 )	87 (84 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	23	27
	Girls	28	28	29
	Total	47	51	56
Percentage of pupils at NC level 2 or above	School	75 (70 )	81 (70 )	89 (89 )
	National	82 (81 )	86 (85 )	87 (86 )

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	120
Bangladeshi	0
Chinese	0
White	9
Any other minority ethnic group	0

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

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

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

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

***Teachers and classes*****Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	17
Average class size	28

**Education support staff: YR – Y2**

Total number of education support staff	7
Total aggregate hours worked per week	145

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher (FTE)	39

Total number of education support staff	4
Total aggregate hours worked per week	122

Number of pupils per FTE adult	5
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*FTE means full-time equivalent.*

***Financial information***

Financial year	1998/99
	£
Total income	444317
Total expenditure	425000
Expenditure per pupil	1923
Balance brought forward from previous year	40284
Balance carried forward to next year	62163

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

**Questionnaire return rate**

Number of questionnaires sent out	247
Number of questionnaires returned	67

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	27	0	0	1
My child is making good progress in school.	40	51	6	0	3
Behaviour in the school is good.	64	30	1	0	4
My child gets the right amount of work to do at home.	53	30	12	2	3
The teaching is good.	66	31	0	1	1
I am kept well informed about how my child is getting on.	58	31	6	3	1
I would feel comfortable about approaching the school with questions or a problem.	64	31	1	1	1
The school expects my child to work hard and achieve his or her best.	60	37	0	1	1
The school works closely with parents.	58	33	6	1	1
The school is well led and managed.	57	37	0	1	4
The school is helping my child become mature and responsible.	52	42	3	1	1
The school provides an interesting range of activities outside lessons.	45	34	4	3	13

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

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

- 94 Children enter the nursery class with very low levels of formal knowledge and skills, well below that found nationally for children of their age. Nearly all children joining the nursery have very limited or no knowledge of the English language. During the nursery, the pupils make good overall progress. However, by the time they transfer to the Reception classes, their general level of attainment is well below that expected for their age. Some children do, however, achieve standards in aspects of their personal and social development that are close to those found nationally.
- 95 By the end of Reception, pupils have made good progress in all aspects of their learning. However, literacy and language attainment is still well below expected levels. In mathematics, many pupils gain the ability to count, sort and match, but because of their lack of spoken and written language skills in English, their attainment is still below expectations.
- 96 Prior to the pupils starting in nursery, there is a good deal of effort made to prepare the pupils for school. A mother and toddler group is organised to give staff opportunities to talk to parents and for the children to experience a range of activities. Staff visit the pupils in their own homes before they join the nursery to begin to assess their potential and related needs.
- 97 The teaching of under-fives is good overall. The collective efforts of teachers, nursery nurses, bilingual support staff and special needs assistants ensure that children receive a good start to their education. An emphasis is placed on the development of social skills, approaches to learning and communication skills. In the nursery there is a good balance between the six areas of learning. A range of interesting and imaginative experiences and activities are provided, which promote language and mathematical development as well as the development of social skills. The classrooms are well organised, colourful and well resourced.
- 98 Pupils are provided with a range of experiences, many of a sensory nature, both inside and outside the classroom, to stimulate awareness and interest in the learning environment, as well as develop spoken language. During the inspection, the nursery was using the theme of “Holes” as a platform for all areas of learning. A walk around the local area provided the opportunity for children to develop observation skills and introduce names of objects containing holes. Good use is made of intensive support from bilingual support staff to help pupils make sense of these experiences and to start to use language to explain their understanding.
- 99 There is a good mix of teacher-led and child-initiated activities. However, there is a predominance of teacher-initiated activities to allow staff to focus on the development of key basic skills. For example, when working with plasticine and clay in the nursery, the bilingual teachers working alongside the children use both their first language and English to encourage them to discuss what they were experiencing. The making of plasticine pancakes followed the previous day’s experience of making real pancakes and was linked to the children’s experiences of making rotis at home. In the Reception classes, the children are encouraged to repeat new words three times. This creates enjoyment in speaking, but also practises pronunciation.
- 100 The numbers of children with English as an additional language attending the school, has increased by almost twenty-five per cent overall since the last inspection. As a result, the school is re-examining their procedures and strategies for teaching English as an additional

language to these young children.

### *Language and literacy development*

- 101 The attainment of pupils on entry to the nursery is very low. By the age of five the attainment of pupils is well below that expected for their age. The majority of pupils have limited or no command of the English language and are still developing competence and confidence in their first language. Many nursery children are not used to talking about what they are doing in a way that develops their thinking. After an initial period of adjustment, many children begin to enjoy listening to stories and most readily participate in songs and rhymes. This is still a challenge for some children who join the nursery in January. Initially, pupils do not readily select books unless staff prompt them to. However in the Reception classes, children show an appreciation for books and understand how they are organised and turn the pages correctly. Most children recognise and know some letter shapes and their sounds. Children enjoy listening to stories from a tape such as *'Funnybones'*, and sharing the reading aloud from *'Big Books'* such as *'Just like Jasper'*. In this activity, the pupils join in by repeating the words from each page, and demonstrate how the text moves from one line to the next; they also recognise question marks.
- 102 In the nursery and reception classes pupils are given a range of opportunities to develop writing skills. Initially, pupils are provided with a variety of writing implements to develop handling and manipulation, and are encouraged to produce patterns or create marks on paper. Later, children develop the formation of letters by trace writing resulting in most pupils writing their own names by the end of the Reception Year.
- 103 On entry, pupils' skill in speaking is often characterised by short phrases, single words, and incomplete sentences. Several pupils speak indistinctly, hesitantly or very little. The class teachers and support staff plan a range of activities to stimulate conversation and to promote confidence in speaking and listening. An investigation into creating bubbles in water play and by blowing bubbles provides a stimulating opportunity to develop vocabulary. The role-play area in the nursery is a popular activity with pupils. However, there were few examples of adults interacting with pupils during the periods of observation; these were missed opportunities to develop either imaginative play or spoken language.
- 104 The quality of teaching is good ensuring that the majority of pupils, including those with special needs, make good progress. However, not all children achieve the Desired Learning Outcomes, particularly in respect of fluency in speaking to express thoughts and convey meaning.

### *Mathematics*

- 105 Again, pupils' knowledge and understanding of number and shape is very limited on entry into the nursery. However, many children make good progress in counting and sorting activities, and go on to develop number recognition, number patterns and shape recognition within the reception phase. In nursery few children are able to count or recognise numbers up to five. However, most children in a Reception class were able to recognise groups of objects and count them to ten; many went on to count up to 20. The most able can use a number line to count on and count back to work out the difference between numbers up to 12. By the age of five pupils attain levels overall that are below those expected for their age. In aspects of mathematics where the direct use of spoken or written English is involved, pupils' level of attainment is well below that expected for their age.

- 106 The teaching of mathematics is closely linked to the development of language. For instance in nursery, the story of *Goldilocks and the Three Bears* is used to help children gain an understanding of “big, little and middle”. In a Reception class, the challenge of creating towers encouraged children to talk about “higher” and “more than”.
- 107 The quality of teaching is good as is the progress made by the pupils. Most of the children are on target to meet the expectations of the Desired Learning Outcomes for mathematical development. A few children are working towards Level 1 in number and algebra.

#### *Knowledge and Understanding of the World*

- 108 Overall, children make good progress in their knowledge and understanding of the world considering their very low starting point. Yet, the pace of learning is not always demanding. They have a variety of experiences both inside and outside the classroom. These include role-play when part of the nursery is transformed into situations such as a café or shop, visits from workers from the local area to talk about their work – like the taxi driver who is also a parent, “Small World” activities - and regular walks around the local area to places of interest. They talk about members of their family, their homes and special events. Children use computers confidently and independently, as well as undertaking directed tasks using Paint programs. In nursery, children explore with telescopes, kaleidoscopes, and torches and are encouraged to talk about what they see. Others experiment using magnets as a free choice activity. However, their ability to communicate these experiences is restricted because of their limited language skills. Children have positive attitudes to their work and behave well, especially when working with adults.

#### *Creative development*

- 109 Teaching in this aspect is satisfactory and most children make sound progress. They enjoy songs, especially those with actions and repetitive content, and can maintain a rhythm by tapping and clapping. In the nursery and Reception classes, the children learn about colour, shape and texture, and develop skills of cutting, printing, painting, moulding and sticking. In a Reception class, children worked alongside a visiting consultant to make clay faces. The introductory session was used to revise key descriptive words, “squashy, lumpy” and others, to describe the quality of the clay. Attainment overall is at least satisfactory. However, in those elements of creative development that include language components, attainment is below that expected for their age.

#### *Physical development*

- 110 Pupils are working towards meeting the Desired Learning Outcomes. Provision includes planned physical activities both inside and outside the classrooms. In nursery, a “Hopping Frogs” Programme and awards scheme has recently been developed to provide a structured approach to the pupils’ physical development. The staff use music and instruction tapes to deliver and demonstrate the activities. During the periods of observations, nursery children worked outside and followed some of the painted patterns on the playground surface. There is very limited space for any physical activity within the nursery unit, so in inclement weather planned physical activities are suspended. Pupils in a Reception class move confidently around the classroom, and in physical education lessons most pupils show increasing control and co-ordination. Children have frequent opportunities to handle tools and equipment, including rolling pins, straws, thread and paint brushes, as well as working with malleable and construction materials. Teachers and bilingual assistants work well together to enable children to comprehend and communicate their experiences.



### *Personal and Social Development*

- 111 Children in both nursery and Reception classes enjoy coming to school and are generally interested in their learning. However, those children who have been away from school on extended visits, as well as those who are still in the early stages of entering nursery, are often unsettled and initially show signs of distress. These children are sympathetically dealt with by the teachers and support staff, and coaxed into participating in classroom activities. The pupils have good relationships with staff and with each other. They are attentive in teacher-led discussions and by the age of five are sometimes over-enthusiastic in responding, so that they have to be reminded of the appropriate way of answering questions. Teachers and all support staff have clear expectations of the required standard of behaviour, which they regularly communicate to children. Pupils' consideration of and care for equipment and the tidiness of their environment is developed in practiced routines and high teacher expectations. Overall, pupils make satisfactory progress in their personal and social development from a low baseline on entry to nursery and most are working towards meeting the Desired Learning Outcomes.

### **ENGLISH**

- 112 During the inspection a total of ten hours was spent observing literacy lessons. In addition, inspectors held discussions with the co-ordinator, members of staff, the headteacher, the Literacy governor and with pupils. They heard pupils read and carried out a scrutiny of work and of teachers' planning.
- 113 The results of the National Curriculum tests in reading at the end of Key Stage 1 in 1999 show that the percentage of pupils attaining Level 2 or above was well below the national average and the percentage of pupils attaining Level 3 was well below average. In comparison with schools in similar circumstances standards in reading were broadly average. Tests for reading, over time, show a downward trend but there was an improvement in 1999. The school believes that this was partly due to a variation in cohorts and that the National Literacy Strategy has had a beneficial effect on standards in reading.
- 114 The results of the 1999 National Curriculum tests in writing indicate that the percentage of pupils attaining Level 2 or above was well below the national average and the percentage of pupils attaining Level 3 was below the national average. In comparison with schools in similar circumstances standards in writing were average. Tests for writing, over time, show a downward trend. The school has recognised the need to address this and has introduced additional time for writing.
- 115 Analysis of the National Curriculum test results shows some difference in attainment between boys and girls but this difference is insignificant when looking at performance over time. During the inspection there was no evidence to suggest that boys and girls attained at different levels.
- 116 The pupils currently in the last year of the key stage have similar levels of attainment to those in 1999 and all pupils attain at an appropriate level. The previous inspection found that pupils were below national expectations and made very good progress from a low initial starting point. Given the change in the nature of the school and that almost all pupils are now non-English speaking on entry, the school has made good progress since the last inspection.
- 117 The school has successfully implemented the National Literacy Strategy and this is having a beneficial effect on the progress and attainment of pupils. This has not, as yet, had a

significant impact on the National Curriculum test results. Pupils make good progress in all aspects of English with very good progress in speaking and listening. The apparent discrepancy between the good progress made by pupils, supported by the beneficial effects of the National Literacy Strategy, and their eventual attainment is caused by two factors. First, for the vast majority of pupils, school is their first experience of the English language and often remains their only regular experience of speaking and using English. Secondly, during their time in the key stage, up to a third of pupils take extended overseas visits, lasting for several weeks to several months. These pupils miss a significant amount of time in school and, during their stay in a non-English speaking environment, lose much of their newly acquired knowledge. Thus, pupils who were in line to attain to the national average in English are well below the national average on their return. They continue to make good progress but fail to reach a level that reflects their overall progress.

### *Speaking and listening*

- 118 By the end of the key stage pupils' attainments in speaking and listening are below national averages. They make good and often very good progress. Pupils enter the key stage able to communicate in single words or short phrases, follow simple instructions and respond to simple questions. By the age of seven almost all pupils can communicate in English and speak confidently using a growing vocabulary. They talk about their likes and dislikes and give relevant answers to questions. They usually answer in simple sentences and listen carefully to the teacher and others. Many pupils rely on the present tense to express ideas or describe actions. Pupils who have special educational needs make good progress and attain at an appropriate level. All aspects of English are supported through work in other subjects and speaking and listening are well supported. For example, in a numeracy lesson, carefully planned discussion increased pupils' vocabulary.

### *Reading*

- 119 By the end of the key stage pupils' attainments in reading are well below national averages. All pupils make good progress from a very low starting point whilst regularly attending the school. As with other aspects of English, long absences from school have a detrimental effect upon the level of attainment achieved by the end of the infant years.
- 120 The most able readers read simple texts accurately, using a number of strategies to read unknown words. They describe the book and talk about the characters in simple terms. They identify the title and author and can use a contents list. They approach more challenging texts with confidence. Some parents expressed concerns about the unchallenging nature of the reading books. In inspection it was found that although pupils were able to read more challenging books they lacked sufficient knowledge of English to be able to gain a deeper understanding of the text or to look for meaning beyond the literal meaning of the story. Very few pupils are able to read at a higher than average level.
- 121 Pupils who have special educational needs are able to read simple stories, recognising common words and using initial sounds to read unknown words. They retell the story and put the main points in correct sequence.
- 122 All pupils enjoy reading and show pride in their reading ability. All pupils have a reading record, which has comments from teachers and other adults but is not used to make a detailed diagnosis of the pupil's progress in reading. Given the amount of time many pupils spend at the mosque in the evenings, there is little time for homework and only a few children said their reading was listened to at home.

## Writing

- 123 By the end of the key stage pupils' attainments in writing are well below national averages. All pupils make good progress. Pupils enter the infant years able to trace over the teacher's writing or to copy phrases and sentences. By the age of seven, the most able pupils write in simple sentences. Their writing shows some awareness the intended purpose of the writing. Very few pupils are able to write at a higher than average level, with the majority of pupils able to write in simple sentences, either composing their own stories or answering simple comprehension questions. Simple words are usually spelt correctly and handwriting is correctly formed and even in size. They sometimes use full stops and capital letters and show some awareness of the purpose of punctuation. With some adult assistance, most pupils who have special educational needs can write simple sentences, spelling common words and very simple, regular words.
- 124 Pupils' written work shows a variety of tasks, composing simple poems, writing stories or factual accounts. There is little difference between the style of writing for stories and for factual accounts but pupils can discuss the differences between story and fact. Writing benefits from activities in other subjects. For example, during a history lesson pupils wrote about "then" and "now" practising and improving their understanding of tenses. Pupils have practised extended writing by producing booklets with a contents page and index.
- 125 The teaching of written and spoken English to pupils whose first language is not English is the main challenge facing the school. Pupils enter the school with very limited or no understanding of the English language. This restricts pupils learning in most subjects of the school's curriculum. The school works very hard to ensure that pupils make good progress when they are in regular attendance at school. The school does not have, however, a specific programme of work that guides teachers in their planning for teaching English as an additional language. Additionally, there is no specific procedure for assessing and recording pupils' progress in language development as they move through the school. This limits the effectiveness of the consistently good teaching and the effectiveness of the teaching of pupils who return to school after being absent for extended periods of time.
- 126 The quality of teaching in the subject is good overall and never less than satisfactory. In some lessons it is very good. Teachers' subject knowledge is at least satisfactory and all pupils made good progress in the lessons seen. The lack of a specific programme of work for teaching English as an additional language, supported by specific assessment procedures, does result in teachers planning work for pupils without the benefit of specific, detailed guidance.
- 127 Where teaching is good, teachers enforce the structure of the literacy hour, setting clear objectives and use the plenary to extend learning. In some lessons, effective planning meets the needs of pupils and ensures progress. Teachers use questions to target groups and individuals and match the activities to the needs of the pupils. Teachers make particularly effective use of shared reading to model reading aloud, which helps pupils to improve intonation and rhythm and increase their fluency.
- 128 The teamwork between class teachers and support teachers or assistants is a particular strength and ensures that pupils make good progress. In some lessons, very effective and unobtrusive first language support helps pupils to make very good progress. Teachers use a range of strategies to engage pupils' interest and support learning. For example, the use of phonics "fans" held pupils' interest and improved their understanding of phonics. In another lesson, the teacher made very effective use of toys and models to help pupils identify initial letter sounds.

A particularly good example was seen where the teacher used sticky notes to display pupils' contributions and these became the basis for a piece of shared writing.

- 129 Teachers' discipline is good and often very good. They have very good relationships with pupils. All work is marked and teachers write encouraging comments. Teachers generally make sound use of information and communication technology to support learning. For example, in one lesson the teacher had a text on screen with a mixture of capital letters and small letters. Pupils used the keyboard to correct the text and improved both their understanding of the use of capital letters and their keyboard skills.
- 130 Where teaching is less effective, teachers miss opportunities to develop pupils' independent learning. For example, in several lessons the teacher or an assistant gave out work or resources rather than encouraging pupils to take responsibility and, on occasion, support staff gave pupils insufficient time to think out answers for themselves. At times, first language support did not allow pupils time to try to understand the English and the support disrupted the smooth flow of the lesson.
- 131 In some lessons there was a lack of challenge for the more able pupils. Where pupils are given the same writing task, there is often little measurable difference between the work produced by the most able pupils and others. No use of writing frames was seen during the inspection. Given the specific language needs of the vast majority of pupils this is a missed opportunity to provide a structured approach to writing. On these occasions, the lack of a specific structured programme of work was particularly apparent. Teachers' planning did, however, indicate that they are used occasionally.
- 132 Pupils enjoy literacy sessions. Their behaviour is always good and often very good; they are polite and courteous, listen attentively and respond with enthusiasm. They are keen to speak and answer questions and relate well to each other and to adults. Pupils persevere with their work, becoming engrossed in activities but generally show a lack of independence, waiting for help or further instructions. Pupils who have special educational needs work well, particularly when they are supported by other adults in the classroom. They show concentration and a willingness to learn.
- 133 The English curriculum is broad and balanced and meets the requirements of the National Curriculum. However, the school does not have a specific programme of work to guide the teaching and learning of English as an additional language. This is particularly important, as nearly all pupils attending the school do not speak English as their first language.
- 134 Sufficient time is allocated to the subject and additional time is given to it through other areas of the curriculum. The subject makes a sound contribution to pupils' spiritual, moral, social and cultural development. For example, a number of stories from different cultures and religions are included in the reading books. Planning meets the structure of the National Literacy Strategy and emphasises the importance of developing speaking and listening. The good teamwork between class teachers and other members of staff is very effective in ensuring that pupils make good progress. The presence of a bilingual teacher provides a valuable role model for pupils.
- 135 Resources have recently been increased and are now sufficient, in good condition and easily accessed by teachers and pupils. There is a good range of simple story and picture books. There are good links with the junior school, for example, the shared handwriting policy, and pupils also benefit from the informal contacts between the two schools. Good use is made of the teachers employed through the Ethnic Minority Achievement Grant and they make a

valuable contribution to pupils' learning. They set targets for pupils relating to National Curriculum levels but do not follow a structured language development programme. Teachers informally assess pupils' progress in English and the teacher for special educational needs carries out further assessment on pupils. There is no systematic process for assessing pupils' progress in English and, in particular, no systematic diagnosis or monitoring of progress in pupils' acquisition of spoken English. When pupils return to school from extended overseas visits, the teacher informally assesses their work and, usually, places them in a lower group. As a result, pupils' needs are not always recognised and there is a lack of planned, intensive support, to address the effects of long absences on pupils' progress and eventual attainment.

- 136 Management of English is sound. A senior teacher took responsibility for the implementation of the literacy strategy and this was monitored by the headteacher. The co-ordinator for English is now responsible for the management of the literacy strategy. She maintains a useful portfolio of evidence about pupils' work in English. A portfolio of work produced by pupils who have special educational needs shows the way in which work is differentiated to meet their needs.
- 137 The co-ordinator identified the downward trend in writing and introduced extended writing sessions. It is too early in the introduction of these sessions to evaluate their full effectiveness. The results of baseline assessments are used to set targets for pupils at the end of the key stage but, otherwise, information from formal testing or teachers' assessments is not used to set targets for pupils or to monitor progress. The co-ordinator provides valuable support and advice to colleagues. The headteacher acknowledges the valuable contribution made by the National Literacy Strategy but recognises a need for some adaptation in order to meet the specific needs of pupils with English as an additional language.

## **MATHEMATICS**

- 138 The results of national tests in 1999 for pupils in their last year in the school indicate that their attainment in mathematics was below that expected for pupils of a similar age. When compared with schools with similar characteristics, attainment in mathematics was broadly average. The percentage of pupils gaining Level 3 was below average compared to all schools but above average when compared to similar schools.
- 139 Standards in mathematics dipped to their lowest point in 1998, with improvements shown in 1999. Information provided by the school indicates that the 1998 cohort included a high proportion of pupils with special educational needs. Also a large percentage of Year 2 pupils in that year made extended visits to Pakistan and this had a direct effect on performance in the national assessments at the end of the year. Moreover, in the last three years the percentage of pupils at the school with English as a second language has risen from around seventy to ninety-eight per cent. This represents a significant change in the character of the school and makes simple comparisons of pupils' attainment over time insecure. However, taken in this light the school's improvements in the mathematics standards in 1999 were creditable. The school attributes these improvements to the positive effects of implementing the numeracy strategy. Over a four year period girls have slightly out-performed boys in mathematics.
- 140 The school is in the process of setting targets for pupils' attainment in mathematics. Baseline assessments are being used to project end of key stage targets for individual pupils. National assessment data is now being analysed in order to identify patterns of attainment.
- 141 The inspectors' findings reflect the results of the national assessments and show that standards in mathematics are below average by the end of the key stage. However, the numeracy strategy

is having a positive effect on the development of numerical skills and most pupils are making good progress over the key stage. However, very few children demonstrate a broader understanding of mathematical concepts since this is dependent on the use of higher level language.

- 142 Pupils with special educational needs are well supported during mathematics lessons by the class teachers and by bilingual teachers and assistants. This high level of support helps to ensure that they make consistently good progress as they worked towards their individual targets.
- 143 Pupils apply themselves well in mathematics lessons. Those that have sufficient knowledge of spoken English can explain what they are learning. A Year 1 child explained that he was finding different ways of counting up to 10 and demonstrated this by finding the appropriate sets of equipment, counting them aloud and then recording the sum correctly. When challenged he was also able to count sets up to 15, but was unable to write the number correctly. By the end of the infant years, pupils achieve reasonable well in aspects of mathematics which do not rely upon them having a good knowledge of spoken and written English.
- 144 The quality of teaching seen in mathematics was good overall and promoted effective learning. No teaching was less than satisfactory. Specific time is set each day for the teaching of the skills of numeracy. The skills of numeracy are well taught by the teachers who are ably supported by the bilingual teachers and assistants. Most mathematics lessons start with an introductory session followed by a range of activities matched to the learning needs of the pupils and completed with a whole class plenary. Teachers use the opportunity to develop language as well as numeracy. Pupils demonstrate enjoyment in their activities as well as competency in a range of number tasks.
- 145 Where teaching was good, the lessons were characterised by careful planning, good preparation of appropriate resources, a clear focus and realistic learning objectives. Overall, the teachers have a secure subject knowledge and understand how pupils of this age learn. They manage the pupils well and cope with their limited knowledge of spoken English admirably. Teachers give clear explanations of the activities and share with the pupils the purpose of the lesson. Teaching is most effective when support staff are clear as to their contribution to the learning activity.
- 146 The teaching and learning of mathematics is supported by a scheme of work which provides good guidance for teachers in their planning. The co-ordinator has been effective in supporting the introduction of the numeracy strategy. Resources for learning are sufficient to teach the requirements of the national curriculum.

## **SCIENCE**

- 147 During the inspection four science lessons were observed. A scrutiny of pupils' completed work and discussions with pupils were undertaken. Consideration was given to teachers' planning and the school's portfolio of pupils' work.
- 148 Performance data relating to teacher assessment at the end of Key Stage 1 in 1999 indicate that attainment in science is broadly average. However, attainment at the higher Level 3 is below the national average. In comparison with schools with similar characteristics attainment is very high and at the higher level it is broadly in line with the average for similar schools.
- 149 Evidence from the inspection indicates that the attainment of pupils currently in their last infant

year is just below average, but that they are making at least satisfactory progress overall as they move through the school. The variation between the assessment data and the inspectors' judgements are due to two main factors. First, the teachers' assessments are focused on specific aspects of science whereas the inspectors considered all available evidence across all aspects of the subject including the scrutiny of pupils' current and previous work, discussion with pupils about their work and from evidence gained from lesson observations. Secondly, the changing characteristics of the year groups of pupils who are being assessed. The percentage of pupils whose first language is not English is increasing year-on-year.

- 150 In the last inspection standards in science were reported to be average. However, since then the percentage of pupils in school with English as a second language has risen from seventy per cent to ninety-eight per cent. This has significantly changed the character of the school and makes simple comparison of standards over time insecure.
- 151 Pupils in Year 2 demonstrate an appropriate range of scientific knowledge. They can name some materials and group them according to simple criteria. They know that a force can be a push or a pull. They are able to set up a simple circuit in order to make a bulb light. They are able to use some scientific vocabulary such as circuit and force. However, they do not show a secure understanding of the key scientific ideas. Pupils are not able to talk confidently about the ideas, to link their experiences of the same idea or to give simple reasons about why things happen. In investigative work pupils can talk about measuring and recording in charts by relating to work which they have done. They are not confident in their knowledge of how to carry out a test or how to keep the test fair.
- 152 On entry to the key stage pupils' levels of attainment in science are well below average. By the end of Year 2 pupils have made at least satisfactory progress overall in science. However, progress is variable across the key stage with better progress evident in Year 2, in both knowledge and understanding and experimental and investigative work. The children make good early progress in the Reception classes, in developing both their understanding of scientific ideas and the skills of investigative work. Through well-planned and supported explorations which engage their interest, children establish a good foundation for their learning in science.
- 153 The pupils make satisfactory progress during the key stage in their knowledge and understanding of key scientific ideas. For example, the oldest children in the Reception class know that different materials vary in the way they feel and Year 2 pupils can sort materials according to simple properties. Year 1 pupils identify mini-beasts found in the nursery garden by matching them to pictures and in Year 2 pupils make direct observations of the life cycle of a frog. However, an over-emphasis on the use of printed materials in the early stages of Key Stage 1 focuses pupils' learning on the recall of information rather than on the development of secure understanding of the key scientific ideas.
- 154 Progress in experimental and investigative science is variable across the key stage. There is good progress made at the end of the key stage. In Year 2 pupils most often follow investigations which are led by the teacher. The investigations focus on the development of specific skills and within the structure provided by the teacher pupils are given some opportunities to demonstrate independence. For example, Year 2 pupils were carrying out an investigation to find out if the tallest children had the largest hand-span. The teacher led the investigation but pupils worked in pairs to take measurements and to record them in a chart. However, those skills which are more dependent on explanatory language, such as prediction and interpretation of results, are less well developed because of pupils' limited command of English.

- 155 Pupils with special educational needs make good progress in science due to the consistent levels of well-targeted support which they receive from all staff. With the vast majority of the pupils having English as a second language, bilingual support staff fulfil a crucial role in supporting science work. They interpret the activities and encourage the children to talk about their work.
- 156 Science is making a some contribution to the development of literacy skills. Pupils demonstrate limited use of scientific words. As yet there is no whole school structure for developing pupils' scientific vocabulary in order to extend their developing range of language. In the investigative work observed during the inspection good use was made of opportunities to develop numeracy and information technology skills. For example, Year 2 pupils were measuring height and handspan and compiling a class database using information technology skills.
- 157 Pupils have very positive attitudes to science. They enjoy the practical work and use resources carefully. Pupils collaborate well when given the opportunity. In discussion sessions pupils try very hard to explain their ideas in spite of their limited levels of English.
- 158 The quality of teaching in science ranges from satisfactory to very good and is mainly good.
- 159 In the effective teaching activities are directed by clear objectives but these are not always precise enough to ensure that opportunities fully develop pupils' learning. Resources, including the use of bilingual support staff, are well prepared beforehand.
- 160 In the most effective teaching lesson objectives are precise and well matched to the pupils' needs. This ensures that pupils quickly become engaged in the task. The purpose of the activity is made very clear to the pupils which focuses their learning. There is an effective blend of direct teaching and opportunities for pupils to investigate independently. Through this pupils are able to practise basic skills in a relevant context, while developing the wider skills of independent learning. Lessons have a brisk pace, which sets expectations for the pupils' learning and maintains their involvement. Questioning is used skilfully to extend the pupils' learning.
- 161 The school has recently adopted a new scheme of work to guide the teachers' planning for science in each year group. However, it does not provide a clear framework to ensure that investigative skills are progressively developed across the key stage. The science co-ordinator has begun to monitor the teachers' planning for science. However, the outcomes are not yet being used to evaluate the scheme of work, particularly in terms of achieving progression in pupils' science activities.



## **ART**

- 162 During the inspection two art lessons were observed. Discussions with pupils were undertaken and consideration was given to displays within the classroom and shared areas around the school and the school's portfolio of work. From the evidence available, overall standards in art are above those expected for the age of the pupils, with some of the work being of a high quality. In the last inspection standards in art were reported to be good. Findings from this inspection confirm that these standards have been maintained.
- 163 Pupils make good progress in art throughout the school. Children are given opportunities to develop their knowledge of a good range of materials and skills and to build on prior learning about line, shade and texture. For example, Reception children produce paintings of 'warm' and 'cold' colours and Year 1 pupils develop different shades of brown for their paintings of trees. Work is often planned to link to other areas of the curriculum and to reflect different cultural backgrounds. This results in a wide range of two and three-dimensional representations, using various materials such as paint, pastel, fabric and clay. For example, Year 1 pupils developed chalk and pastel representations of buildings in the local town centre linked to their science topic and they produced Islamic prayer mats by combining a range of different media. The work of other artists features in the children's art throughout the key stage. For example, Year 2 pupils produced clay tiles inspired by the work of Clarice Cliff. The children know about different artists and can make simple evaluative comments about individual pieces of their work.
- 164 As pupils move through the school they make good progress in all areas of art. However, opportunities for children to review their own work are under-represented.
- 165 Children with special educational needs make good progress due to the high levels of well-focussed support which they receive.
- 166 Pupils enjoy art. They concentrate well and co-operate effectively in the use of materials. The children take pride in their finished work.
- 167 In the two lessons observed the teaching was either satisfactory or good. Teaching is most effective when children are given clear instructions in the use of materials and techniques, followed by the opportunity to explore these fully. In the less effective teaching activities are over-structured and restrict the pupils' own choices.
- 168 The policy and scheme of work provide helpful guidance to teachers and ensure progression of skills in the pupils' work. Art experiences are enhanced by a wide group of visiting artists who provide interest and good levels of expertise to support the children's work. The art co-ordinator has undertaken some informal monitoring of the art teaching in school. However, this has not yet been used to refine the teaching programme further. The co-ordinator leads the subject well. She provides illustrations of good teaching and the thoughtful use of display to value children's efforts.

## **DESIGN AND TECHNOLOGY**

- 169 During the inspection two design and technology lessons were observed. Discussion with pupils and a scrutiny of teachers' planning was undertaken. Consideration was given to displays within the classroom and the school's portfolio of work. From the evidence available, overall standards in design and technology are in line with those expected for the age of the pupils. This represents an improvement since the last inspection when standards of attainment

were judged to be unsatisfactory.

- 170 Pupils experience all aspects of the subject as set out in the National Curriculum. They use a variety of materials including card, textiles and food. In Reception pupils develop their understanding by exploring a range of construction kits. Basic skills of construction are developed through focussed practical tasks. For example, Reception children explored different colour dyes on fabrics before using the ideas to make a classroom wall-hanging. In Year 1 pupils extend their range of construction skills. They then apply these in making activities, incorporating some elements of design. For example, Year 1 pupils learned about sliding mechanisms and used these to make a giant's mask with moveable eyes. Some scope was given for the children to use their own ideas in the designs. In Year 2 children design and make products using simple criteria. For example, Year 2 pupils designed and made a seed packet that would hold seeds securely.
- 171 The scrutiny of pupils' current and previous work indicate that they make good overall progress in design and technology. However, they make more progress in the skills of making than those related to design. Focussed practical tasks are used effectively to enable pupils to develop skills of construction and understanding of different materials. However, opportunities for children to develop their own designs using simple criteria and to evaluate their designs are under-developed.
- 172 Children with special educational needs make good progress in design and technology due to the good levels of support and encouragement that they receive from teachers and classroom assistants.
- 173 Pupils have positive attitudes towards design and technology. They co-operate well with each other and use resources with care. However, some pupils lack confidence in selecting materials and using construction skills and require high levels of encouragement.
- 174 Design and technology is making a limited contribution to literacy and numeracy skills. There is little evidence of children using measures in design-and-make activities. The children's recordings of the design-and-make process are not supported by the use of simple writing frames.
- 175 Evidence from pupils' work, teachers' planning and from the two lessons observed indicate that the teaching of design and technology has improved considerably since the last inspection. There is, however, insufficient evidence to make a secure judgement about the overall quality of teaching in the subject.
- 176 Resources are well prepared and there is effective use of bilingual staff to support the pupils' work. Clear learning objectives guide the teaching. However, the criteria used in design-and-make activities are not always made explicit to the children. This affects the quality of the choices which they make and results in their learning being less effective.
- 177 There is a policy and scheme of work for design and technology. It includes an appropriate range of activities to meet the requirements of the National Curriculum. It is to be reviewed in the light of the revised National Curriculum. The co-ordinator has undertaken some informal monitoring of the subject but the outcomes have not yet been used to refine the teaching programme. However, the co-ordinator recognises the need for better progression in designing and making activities throughout the school. Resources are adequate.

## **GEOGRAPHY**

- 178 Evidence of pupils' previous and current work and teachers' planning was scrutinised. This indicated that most pupils make at least satisfactory progress and most are on target to achieve standards expected of pupils of this age. The standard of recorded work is variable, due to the limited reading and recording skills of many pupils. The long absences of pupils in Key Stage 1 also have a detrimental effect on how well pupils achieve by the time they complete their infant schooling.
- 179 Throughout their time in school, pupils regularly examine the features of their local environment. They visit the park, the canal, the local shopping centre as well as undertaking journeys by bus and train into Burnley and beyond, including the rural location of Foulridge. Some of the able children can recognise and can name features of places within the locality, with the aid of photographs. This is another example of how teachers use real experiences to develop language skills. However, discussions with children reveal their knowledge of the locality around Nelson is variable. Additionally, the limitations of some pupils' language skills restrict how much they are able to find out information for themselves and also restrict their ability to express and communicate knowledge and understanding gained.
- 180 The pupils' recorded work shows evidence of learning about contrasting locations, climates and communities such as Antarctica, the Aborigines and the Inuits. There are indications of pupils being taught to make plans and maps. One group of pupils produced plans of parks to their own design.
- 181 It was only possible to observe one lesson in geography during the inspection. It is, therefore, not possible to make a secure judgement about the overall quality of teaching of geography in the school. In the lesson observed the teaching was innovative and judged to be of high quality and resulted in the pupils making good progress. The teacher demonstrated sound subject knowledge and delivered a well-prepared lesson. However, teachers' plans do not always reflect pupils' previous learning experiences, nor do they identify differentiated tasks for the various ability groups within the class. For example, there are several examples of all pupils undertaking the same task, based on a prepared worksheet, resulting in some pupils producing limited recorded evidence of their learning.
- 182 The subject co-ordinator has some limited opportunity for formally influencing the implementation of their subject across the school. Currently, support is offered to colleagues on an informal basis. The co-ordinator is timetabled to monitor the teaching of geography during the Autumn Term this year. There are portfolios of pupils' work which assist in the monitoring of progress.
- 183 Resources are adequate and supplemented by loans from the Schools Library Service as well as by class teachers' personal contributions. Photographs are used well, particularly in the early years. A limited range of software is available to support work in this curriculum area.

## **HISTORY**

- 184 Evidence from an examination of pupils current and previous work, from discussions with pupils about their work and from the history lesson observed, indication that pupils are making at least satisfactory progress as they move through the school. Overall, the pupils in Year 2 were achieving standards close to that expected for their age. This represents considerable overall progress from a very low starting point, especially when it is considered that nearly all the pupils are learning the subject through a second language.

- 185 The scrutiny of pupils' work in the infant years revealed that the theme of "Then and Now" was similar to that covered by Reception pupils. However, the observed lesson went some way to reinforcing pupils' understanding of change over time, and built on it, by applying it to the Victorian era. In discussion, some pupils are able to make simple comparisons between past and present household items as well as explain how they were used. These limited examples of pupils' work show that they are working towards the standard expected for children of their age, but that their poor level of recording and communication skills restricts the overall level of achievement.
- 186 Teachers' planning of what pupils will learn contains learning objectives, but these do not always identify how the work will vary in difficulty for different ability groups. There is some evidence of the same worksheet being used by all pupils in the same year group. On these occasions, the more able pupils were not sufficiently stretched by the work set. There are some examples of pupils producing independent writing, as in Year 1, where pupils recount the story of the Gunpowder Plot. There is also evidence of information and communication technology being used within history lessons, as in the computer-generated pictorial representation of King James I produced by a Year 2 pupil.
- 187 Only one history lesson was observed during the inspection. It is, therefore, not possible to make a secure judgement about the quality of teaching of history in the school as a whole. Although only one lesson was seen during the period of inspection, this was judged to be good and pupils' attainment in line with that expected for their age. The teacher used a good range of teaching methods, including the use of video, reference books and a range of artefacts to stimulate discussion and aid understanding. However, there were limited opportunities for pupils to handle the artefacts or to find the relevant sections within the books. The teacher helped pupils learn about the use of old household appliances through the skilful use of open-ended questioning.
- 188 Overall, teachers provide a range of experiences and resources to support learning, including visits around the local area. These are mainly sensory experiences due to the limited abilities of pupils' literacy skills.
- 189 The subject co-ordinator has limited opportunity to discuss how other teachers plan and to monitor the quality of teaching. The policy has not been updated since the last inspection, but is due to be reviewed next term. The co-ordinator's expertise has been enhanced by attendance at recent and relevant courses. As yet, no relevant software has been purchased to support the teaching of history.
- 190 The school does not have guidance for teachers that sets out the systematic development of pupils' skills of historical enquiry. Such guidance would aid teachers in planning work that helps to ensure that pupils gain historical skills and concepts systematically.

## **INFORMATION TECHNOLOGY**

- 191 One lesson was seen in information and communication technology but computers were seen in use during other lessons. A scrutiny of work was carried out and discussions held with the co-ordinator for information and communication technology and with pupils.
- 192 Despite the limited evidence base there are clear indications that pupils are making good progress and are generally achieving standards appropriate for their age. This is a significant improvement since the last inspection.

- 193 Pupils who have special educational needs benefit from the use of information and communication technology to support their work in other areas of the curriculum and they make good progress in developing their skills in information and communication technology.
- 194 Pupils in their last infant year are able to classify information and present findings. They retrieve, edit, save and print their work and use data-handling programmes to enter and edit data. Displays show evidence of pupils generating text and pictures and pupils are aware of the use of information and communication technology in school and outside. For example, one pupil's written work described how a computer could be used to control traffic lights. Pupils are familiar with the names for parts of the computer, use the mouse with ease and use control mechanisms to practise control technology. Keyboard skills are less well developed, with older pupils having to hunt for letters on the keyboard. Younger pupils, however, showed more experience of using the keyboard and this is a reflection of the short length of time in which pupils have had regular access to computers. Given this length of time, pupils are making good progress in the development of information and communication technology skills.
- 195 Pupils enjoy opportunities to use information and communication technology and take pride in the work they produce. They treat computers with care and show an understanding of the risks of working with electrical equipment. For example, in one lesson, pupils explained that water was very dangerous near a computer. Pupils show confidence in using the computer and made good progress when using computers during lessons. The subject makes a sound contribution to social and moral development of pupils but it was not possible to judge its contribution to their spiritual and cultural development.
- 196 During the last inspection teaching was judged as unsatisfactory in information and communication technology. During the present inspection only one lesson was seen but from observing pupils in lessons there are clear indications that the quality of teaching has improved significantly and that there is some high quality teaching in the subject.
- 197 The school has responded well to issues raised in the previous report and the subject now meets National Curriculum requirements. Information and communication technology is taught within other subjects but teachers give short whole-class lessons to introduce new software or develop skills, thus ensuring sufficient time is allocated to the subject. There is a detailed scheme, supported by a published scheme, to ensure continuity and progression. The subject was given priority in the school's development plan and new hardware and software purchased. Resources are now satisfactory. There are two computers in most rooms and pupils have access to control mechanisms. Information and communication technology is used well to support other areas of the curriculum. For example, pupils used a paint programme to illustrate a topic and the use of control technology developed pupils' understanding of estimation. In another lesson, pupils entered data to produce a bar chart and a computer was used effectively to support pupils who have special educational needs.
- 198 The co-ordinator for information and communication technology has ensured that there is ample provision to meet the requirements of the National Curriculum. She has audited staff needs and planned for the provision of training. Less confident members of staff are linked with a more confident colleague to support their use of the new technology. A detailed action plan was drawn up and has now been addressed. An ISDN line is in place but because of events outside the school's control there is no access to the Internet. The co-ordinator maintains a useful portfolio of pupils' work, which shows the range of activities undertaken by pupils. There is no systematic assessment and recording of pupils' progress as they move through the school.

199 The school has made good progress in addressing the issues raised in the last report. It does, however, need to develop further the procedures for the systematic assessment and recording of pupils' attainment in information and communication technology in order to guide teachers' planning of what pupils will learn next.

## **MUSIC**

200 No teaching of music was seen during the inspection so it is not possible to make a secure judgement about attainment or pupils' progress in music. Analysis of the portfolio of work and audiotapes of performances by each year group suggest that by the end of the key stage pupils are achieving standards generally appropriate for their age. The available evidence showed that, by the age of seven, pupils sing with a sense of melody, perform a simple accompaniment and are able to maintain a steady rhythm while performing and singing. Some pupils can compose simple compositions, with a beginning, middle and end and these were used for group performances. There was no evidence of the use of information and communication technology to support the teaching of music.

201 There were no opportunities during the inspection to hear pupils performing but, during assembly, pupils listened attentively to a piece of music and were able to identify the composer.

202 The last inspection found that pupils were achieving below the standard expected for their age, and the school scheme provided only a small range of musical activities. Since the last inspection the school has made systematic progress in addressing the issues raised. The co-ordinator has provided a policy and a detailed scheme of work. The scheme is supported by a published scheme, which helps to ensure that pupils learn systematically by building upon what they already know and can do. There is an adequate but not extensive range of instruments, including tuned and untuned instruments and some instruments from other cultures. Instruments are stored centrally, in good condition and easily transported to classrooms.

203 The subject makes a sound contribution to pupils' spiritual development. Music is played to set the mood for assemblies. The range of musical experiences includes music from the culture of the majority of pupils and group performances help pupils to develop their social skills.

204 The co-ordinator for the subject has ensured that the scheme is in place and has provided assessment advice for teachers. The co-ordinator has a limited amount of time to monitor pupils' performances in lessons but she regularly monitors tapes of performances and maintains a portfolio of music, which provides a useful record of pupils' attainments. Parents are invited to performances at the school and the co-ordinator arranged for the production of a bilingual songbook, available to parents. The co-ordinator is involved in school development planning and knows where the subject lies in relation to school priorities. The school has made good progress since last inspection.

## **PHYSICAL EDUCATION**

205 During the period of the inspection, it was only possible to see one physical education lesson. As a practical subject, it is, therefore, not possible to make secure judgements about the progress and attainment of pupils or about the overall quality of teaching in the subject.

206 Evidence from the teachers' planning indicates that physical education is regularly taught and each aspect is given appropriate time over a school year. Teachers' lesson planning for the subject is well supported by the school's scheme of work. All pupils, including those with

special educational needs, are included and take a full and active part.

- 207 Discussion with pupils, although limited in content because of their restricted knowledge of English, indicated that they enjoyed taking part in physical education lessons and in games activities organised during the lunch times.
- 208 The school has sufficient and appropriate resources for learning to teach all aspects of physical education. The school hall is used for gymnastics, dance and games skills. In good weather the school playground is well used, especially for teaching games skills.

## **RELIGIOUS EDUCATION**

- 209 Only one religious education lesson was seen during the inspection. Most teachers conduct oral lessons in religious education and a very limited amount of written work was available. Inspectors carried out a scrutiny of teachers' planning records and pupils' written work, held discussions with the headteacher, who is the co-ordinator for religious education, talked to pupils and scrutinised displays and resources.
- 210 Given the limited evidence base, is not possible to make a secure judgement about attainment or pupils' progress in religious education. The evidence seen, however, combined with discussions with pupils, suggests that by the end of the key stage pupils' attainments are in line with those expected of pupils in the Local Education Authority's schools.
- 211 Pupils in Year 2, including pupils who have special educational needs, spoke knowledgeably about their own religion and showed an understanding of different religions and beliefs. Pupils described major festivals, such as Eid and Christmas, giving simple reasons for the celebrations and describing some of the activities carried out during them. They showed an understanding that different religions had their own prophets, making particular reference to Jesus. Pupils were able to discuss right and wrong and showed some recognition that different religions had different beliefs about right and wrong but the pupils' limited English hindered discussions about their feelings and responses. Pupils readily answered questions and responded with enthusiasm. They took pride in their knowledge of celebrations and customs and showed a willingness to discuss and explore ideas. The subject makes a sound contribution to pupils' social and moral development as well as promoting pupils' spiritual development. It was noticeable both in lessons and when pupils were moving round the school, that they showed sensitivity and understanding to other children and were polite and courteous to adults.
- 212 The previous inspection report found that attainment was broadly in line with similar infant schools and that all pupils made satisfactory progress. The school has continued to make sound progress since the last inspection. There is a detailed syllabus based on the Locally Agreed Syllabus and adequate time has been allocated to the teaching of the subject. There is a small but adequate range of resources and artefacts and the displays and artefacts around the school demonstrate and celebrate a range of religious customs and beliefs. All pupils take part in religious education lessons but, in recognition of the very small number of pupils for whom English is their first language, the school follows a modified form of collective worship.
- 213 Parents appreciate the school's understanding and sensitivity towards the home culture and religious beliefs and the school shows that these are valued and celebrated through the rich variety of displays around the school.
- 214 The subject is soundly led and managed by the headteacher. There is a clear policy statement and a detailed scheme of work based on the Locally Agreed Syllabus and the school has formed

links with the mosque and a local church. There is, however, no formal monitoring of standards in the subject. The school recognises this and plans to develop monitoring but, at present, the school development plan gives priority to the implementation of the National Literacy and Numeracy Strategies.