

INSPECTION REPORT

Varna Street Primary School

Openshaw, Manchester

LEA area : Manchester

Unique Reference Number : 105459

Headteacher : Mr M Willsher

Reporting inspector : Mr G R Alston
20794

Dates of inspection : 6th – 9th December 1999

Under OFSTED contract number: 706766

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

© Crown Copyright 1999

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

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school : Primary

Type of control : County

Age range of pupils : 3 - 11

Gender of pupils : Mixed

School address : Barrass Street
Openshaw
Manchester
M11 1WP

Telephone number : 0161-223 3569

Fax number : 0161-223 8322

Appropriate authority : Governing Body

Name of chair of governors : Mrs J Parish

Date of previous inspection : June 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr G Alston, Registered Inspector	Art	Attainment and progress Teaching Leadership and management
Mr A Smith, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mrs S Hall, Team Inspector	Special educational needs Under fives History Music	Staffing, accommodation and learning resources
Mrs V Brittain, Team Inspector	Equal opportunities Science Design and technology Geography	The efficiency of the school
Mrs L Parkinson, Team Inspector	English Physical education	The curriculum and assessment
Mrs A Welch, Team Inspector	Mathematics Information technology Religious education	Pupils' spiritual, moral, social and cultural development

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House, Ashfield Road
Cheadle, Cheshire
SK8 1BB
Tel. No: 0161 282 2982

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

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway

London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1 - 2

- Characteristics of the school
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

3 - 20

- Attainment and progress
- Attitudes, behaviour and personal development
- Attendance

Quality of education provided

21 - 52

- Teaching
- The curriculum and assessment
- Pupils' spiritual, moral, social and cultural development
- Support, guidance and pupils' welfare
- Partnership with parents and the community

The management and efficiency of the school

53 - 73

- Leadership and management
- Staffing, accommodation and learning resources
- The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

74 - 94

English, mathematics and science

95 - 122

Other subjects or courses

123 - 172

PART C: INSPECTION DATA

Summary of inspection evidence

173 - 175

Data and indicators

MAIN FINDINGS

What the school does well

- At the end of Key Stage 2, results of national tests in English and science are above average when compared to schools with pupils from a similar background.
- The teaching in most lessons is good because teachers effectively build on what pupils already know enabling them to make good progress. No unsatisfactory teaching was seen.
- The headteacher provides good leadership, and, with the support of the staff manages the school well. The school uses the money it receives effectively ensuring it gives good value for money.
- Pupils behave well, form very good relationships and try hard with their work.
- Teachers and support staff are very conscientious, work together harmoniously, and successfully provide a happy, caring environment for pupils.
- The school has good links with its parents and uses them effectively to help pupils in lessons.
- Very good provision is made to help pupils develop morally and socially.
- The school provides a good range of out of school activities that enrich pupils' learning.
- Pupils who have special needs are well supported and as a result make good progress.
- The school has good levels of teaching staff enabling class sizes to be kept small.

Where the school has weaknesses

- I. Children's attainment on entry is low, and, although standards are improving, by the end of both key stages pupils' attainment in English and mathematics, and in science at the end of Key Stage 1, are still below the national average.
- II. Pupils in Years 2, 3 and 4 are not provided with sufficient opportunities for creative writing.
- III. Assessment and recording procedures in a minority of subjects do not give a precise picture of what pupils have achieved or of the progress they make in their lessons.
- IV. In a minority of lessons the teaching is not as effective as the teacher does not clearly identify what pupils are to learn.
- V. Although the building is well maintained internally and has high standards of cleanliness, the outside is in need of urgent maintenance and repair and as a result there are a number of health and safety issues.
- VI. The governing body does not have its full complement of governors and several are new. This restricts their effectiveness in monitoring and evaluating the work of the school.

The weaknesses are far outweighed by what the school does well and they will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good progress in its planned programme of improvement since the last inspection, but in a minority of instances further improvements are needed. The school has provided effective support and training for teachers in music and religious education where they were least confident and as a result standards have risen. Teachers' planning has significantly improved and teachers plan together ensuring continuity and progression between classes. However, in a minority of lessons the teacher's plans do not indicate exactly what pupils are to learn and as a result the teaching is not as effective as in other lessons. Assessment procedures, although much better, are still not precise enough in a minority of subjects and the quality of teacher assessments is not consistent

across the school. However, where teachers carefully assess their lessons they use the information to inform future teaching. Although the monitoring role of the governors has improved and the headteacher regularly updates them on the impact of their decisions on spending, due to a significant change in the make up of the governing body this is now not as strong. They now consider a range of budget options and have made some significant decisions on how to best use the surplus money for example, in maintaining small classes. All these factors have improved the quality of teaching and in turn this is beginning to raise standards, particularly in English, mathematics and science. The school now meets statutory requirements in its arrangements for collective worship. The priorities the school has identified for development along with its enthusiasm and commitment to higher achievement, gives the school a good capacity for further improvement. The school has set itself appropriate target for national tests, which it is on course to meet.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<i>Well above average</i>	<i>A</i>
			<i>Above average</i>	<i>B</i>
English	E	B	<i>Average</i>	<i>C</i>
Mathematics	E	C	<i>Below average</i>	<i>D</i>
Science	D	B	<i>Well below average</i>	<i>E</i>

The information shows that results in English and mathematics are well below the national average and below in science. However, when compared to schools who have pupils with a similar background, results are above average in English and science and broadly in line in mathematics. Inspection findings do not agree with test results. Although pupils make good progress from a low starting point they do not achieve the nationally expected level and are below average in English and mathematics at the end of Key Stage 2. However, in Key Stage 2, pupils' attainment in science is close to the national average. The results of the 1999 National tests for 7-year-olds show that results are well below average in reading, writing and mathematics. When results are compared with those of schools with similar backgrounds results they are still well below the average. Inspection findings do not reflect these results although pupils' attainment is judged to be below average. The proportion of pupils with special needs in the classes that took the test in 1999 was higher than is normal for other classes in the school. In information technology, at the end of both key stages, pupils' attainment is in line with national expectations and in religious education pupils' attainment is at the level expected by the Locally Agreed Syllabus. Across the school, pupils make good progress in art, geography and music and in physical education in Key Stage 2. In both key stages in design and technology and history and physical education in Key Stage 1 progress is satisfactory. This shows an improvement in music and that standards in other subjects have been maintained. There is no significant difference in the progress made by boys and girls. However, there is a greater proportion of boys who have special needs than girls. Overall, children under five make good progress, although, by the time they reach compulsory school age they do not achieve levels expected for children of this age in all areas of learning. Pupils with special needs make good progress in relation to their prior attainment as a result of the good support they receive.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	N/A	Good	Good
Information technology	N/A	Good	Good
Religious education	N/A	Good	Satisfactory
Other subjects	Good	Good	Good

Overall, the quality of teaching is good. A strength of the teaching is the ability of teachers to build effectively on what pupils already know, understand and can do. Across the school, in all of the lessons observed the teaching was satisfactory or better, being very good or better in 7 per cent. In more than one lesson out of two the teaching was good. In Key Stage 2, the teaching is very good or better in 12 per cent of lessons. Due to a lack of evidence it was not possible to judge the quality of teaching for design and technology in Key Stage 1. This is a significant improvement since the last inspection when 20 per cent of teaching throughout the school was unsatisfactory. The implementation of the Literacy and Numeracy strategy and the introduction of the Qualifications and Curriculum Authority's (QCA) schemes of work have had a positive effect on the quality of teaching. Other influences have stemmed from effective monitoring of teaching by the headteacher and coordinators and the support teachers give to one another in planning their lessons. Overall, the help given to pupils with special needs by extra teaching in small groups and by non-teaching staff is beneficial. As a result the teaching is enhanced when support staff are present to support these pupils.

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

Other aspects of the school

Aspect	Comment
Behaviour	The vast majority of pupils behave well, exhibiting good levels of self-discipline in and around school.
Attendance	Satisfactory; although below the national average the school tries hard to improve attendance. A small number of pupils are late each day.
Ethos*	A warm, caring atmosphere; pupils are well motivated and show a keen interest in their lessons; relationships are very good. There is strong commitment to higher achievement
Leadership and management	Good; governors are supportive but several are new; headteacher leads well; coordinators work hard and are successfully developing their subjects in the school.
Curriculum	Sound; effective planning. For under fives; there is strong emphasis on personal and social development. There is a wide range of visits offered to pupils within the school day and a good selection of activities after school.
Pupils with special educational needs	Work is well planned to meet pupils' needs; good individual education plans in place, effective help from support staff and when pupils are taken out of class for help in small groups.
Spiritual, moral, social & cultural development	Good; strong provision for developing pupils socially and morally.
Staffing, resources and accommodation	Good teacher levels providing small classes. Resources at least adequate in all subjects; but the library is under-developed. The inside of school is very clean and attractive, outside needs attention. Some health and safety issues due to unsatisfactory outside maintenance and state of repair.
Value for money	Good, in light of the good progress made by pupils starting from such a low level, the good quality of teaching, the standards pupils achieve by Year 6, and the amount of money the school receives.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not Happy about
<p>vii.School encourages parents to play active part in school life.</p> <p>viii.The school is approachable.</p> <p>ix.The school's values and attitudes have a positive effect on pupils.</p> <p>x.The school achieves high standards of good behaviour.</p> <p>xi.Pupils enjoy going to school.</p>	<p>xii.Some parents are not satisfied with the work pupils are expected to do at home.</p> <p>xiii.The behaviour of a small number of pupils.</p> <p>xiv.Information about pupil progress.</p>

A small minority of parents expressed concern about behaviour, the amount of homework given to pupils and information about pupil progress. Inspectors' judgements do not support these views in these areas. The homework supplied does support the work that pupils do at school and the school provides appropriate written information on pupils' progress and sufficient opportunities for parents to discuss children's progress with teachers. Although a small number of instances were noted when pupils misbehaved; in all cases teachers dealt with them effectively. Inspectors agree with parents' positive comments in that the school is approachable, pupils enjoy school, there are good standards of behaviour and the school's values have a positive impact on pupils' education and understanding of the wider world.

KEY ISSUES FOR ACTION

In order to further improve the quality of education the school offers to its pupils, and to build upon the good improvements since the last inspection, the governors, headteacher and staff should;

Continue to raise standards in English, mathematics across the school and in science in Key Stage 1 by; *(paragraphs 21 and 96)*

improving the quality of teaching to that of the best by making sure all lesson plans identify precisely what pupils are to learn,

and in English by providing pupils with more opportunities for creative writing in Years 2, 3 and 4.

Implementing effective assessment and recording procedures in foundation subjects and ensuring there is consistency in applying existing procedures in all subjects. *(paragraph 36)*

In addition the school should pursue advice and funding from the Local Authority in order to carry out the necessary maintenance and repair to eliminate any health and safety issues especially those concerned with; *(paragraphs 56, 65, 66 and 67)*

the entrance to the school for vehicles,

the supply of electricity,

the condition of the playground,

the leaking roof,

and the condition of windows and pathways.

Ensure the governing body is able to confidently carry out their duties by; *(paragraphs 56 and 69)*

providing in-service training to clarify their roles and responsibilities,

having the full establishment of governors.

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

punctuality of a minority of pupils, *(paragraph 20)*

the development of, and use of the library, *(paragraphs 68, 72, 101)*

developing under fives vocabulary and language skills in the nursery. *(paragraph 81)*

INTRODUCTION

Characteristics of the school

- 1 Since the previous inspection which took place in June 1995 there has been a significant increase in the turnover of pupils in and out of the school and numbers have fallen. Varna Street C. P. School provides education for pupils in the 3 - 11 age range. There are 286 pupils in the main school; 144 boys and 142 girls. The school is situated in the district of Openshaw near the centre of Manchester and serves families in the surrounding area. The school was built in 1896 and has been redeveloped over the past years. There is a nursery, which admits 41 children on a part-time or full time basis and there are 12 children who are under five in the reception classes. Children start in the reception class in September if their fifth birthday is between September and December, or in January if their fifth birthday is between January and August. A minority of pupils come from owner occupied properties but the majority come from terraced houses or from rented accommodation owned by the council. Only a small proportion of pupils have a parent of another culture. Most pupils attend the nursery before starting school and children's attainment on entry is well below the nationally expected level for their age.
- 2 Forty one pupils (25%) have special educational needs at Stage 2 or above in the Code of Practice, this is above the level found in most schools, none of these pupils have a Statement of Special Educational Need. A further 61 have been identified at Stage 1 in the Code of Practice. At present there are 144 pupils (51%) who are eligible for a free school meal, this is well above the national average and indicates higher than normal levels of unemployment. The priorities the school has identified for development are concerned with the implementation of the Numeracy Strategy, further improving provision for information technology, and developing the school building internally. The school has a clear set of aims to develop all aspects of the children to their full potential.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	17	27	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9	8	11
	Girls	14	14	12
	Total	23	22	23
Percentage at NC Level 2 or above	School	52 (60)	50 (62)	52 (52)
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	12	11
	Girls	13	11	13
	Total	23	23	24
Percentage at NC Level 2 or above	School	52	52	55
	National	82	80	86

¹

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	30	16	46

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	16	23
	Girls	11	9	11
	Total	26	25	34
Percentage at NC Level 4 or above	School	57 (49)	54 (51)	74 (44)
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	17	18
	Girls	10	8	10
	Total	25	25	28
Percentage at NC Level 4 or above	School	54	54	61
	National	68	69	75

Attendance

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

		%
Authorised Absence	School	5.9
	National comparative data	5.7
Unauthorised Absence	School	4.5
	National comparative data	0.2

Exclusions

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

	Number
Fixed period	4
Permanent	1

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	6
Satisfactory or better	100
Less than satisfactory	0

2 PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 3 In the 1999 National tests, the proportion of pupils at the end of Key Stage 1 reaching the expected level (Level 2) or above was well below the national average in reading, writing and mathematics, and teacher assessments indicate a similar picture in science. When compared to schools with pupils of a similar background the school's results are below average in reading, writing and mathematics. The proportion of pupils achieving the higher level (Level 3) was well below the national average. The school's results have slightly improved in reading, writing and mathematics each year since 1996 but results have fallen in 1999. This is because in the group of pupils who took the tests there was a higher than normal proportion of pupils with special needs than in other classes. The 1999 National tests at the end of Key Stage 2 show the proportion of pupils reaching the expected level (Level 4) or above was well below the national average in English and mathematics and slightly below in science. When compared with schools that have pupils with similar backgrounds, results in English and science are above average, and are in line in mathematics. Trends over time indicate a steady rise in mathematics and science from 1996 to 1999; results in English indicate a rise in 1997 and a fall in 1998 and a rise in 1999. The 1999 results show a significant improvement in science. Inspection findings do not support these test results in English and mathematics and judge pupils' attainment at the end of both key stages is better but remains below average. In science, pupils' attainment is better than test results at the end of Key Stage 2 and teacher assessments at the end of Key Stage 1. Standards are better because of the training given to teachers in the use of the Literacy and Numeracy strategy and the introduction of the Quality and Curriculum's scheme of work in science.
- 1 In the previous report the areas of weakness identified were concerned with underachievement in music in Key Stage 1 and religious education in Key Stage 2. Improvements have been made in both these subjects and all pupils in Key Stage 1 are making good progress in music and reach expected levels for their age. In Key Stage 2 pupils are making satisfactory progress in religious education and reach the expected level of the Locally Agreed Syllabus. Overall, across the school, all pupils make good progress in both key stages.
- 2 From the evidence of assessment of children on entry it is evident that the attainment of most children is well below the level expected for their age, although there is a wide range of levels of attainment. Overall, the under-fives make good progress, although, by the time they reach compulsory school age, their attainment is still well below the national expectation in most areas of children's learning, the exceptions are in physical, creative and personal and social development where they reach below expected levels. The provision to develop children's personal and social skills, to develop a knowledge and understanding of the world, mathematical understanding is good, and sound for language and creative development. Most children are not confident or articulate in talking although they enjoy listening to stories. In reading, older children are familiar with letters and their sounds and in writing they form letters correctly and are able to write simple words unaided. In mathematics, they can count to ten, but cannot confidently say which number is smaller or bigger than another is. Most children are not confident in problem-solving activities. They are developing good attitudes to learning, sustain concentration, persevere with their work and show some independence when given the opportunity. The provision to develop children's language and creative skills is stronger in the reception class.
- 3 Overall, pupils' attainment in English by the end of both key stages is below the national average. In both key stages, progress is good in reading, speaking and listening and satisfactory in writing. By the end of both key stages, pupils' attainment is in line with national expectations in listening but below in speaking, and below the national average in reading and writing. By the end of Key Stage 1, although the majority of pupils listen carefully and are becoming confident in expressing their ideas this is not always done clearly, for example in the Literacy Hour. By the end of Key Stage 2, the vast majority of pupils contribute appropriately to class discussions. However, the large proportion of lower attaining pupils are not able to explain clearly their views

due to a limited vocabulary for example, in a discussion about Victorian way of life following the story of Florence Nightingale. In reading, all pupils show a developing enthusiasm for books. By the end of Key Stage 1, most pupils can successfully attempt to read unknown words. The most fluent, confident readers are beginning to recognise the structure of stories and use the correct vocabulary to evaluate the book. By the end of Key Stage 2, the best readers are able to discuss the text they read with clarity and understanding. Most lower attaining pupils can use indices and glossaries but skills in summarising the main information points are insecure. In writing, by the end of Key Stage 1, many pupils display limited ability in their creative writing and their vocabulary lacks imagination. Lower attaining pupils' handwriting is mainly printed and they have limited strategies for spelling words with regular patterns. By the end of Key Stage 2, higher and average attaining pupils use appropriate expressive language and grammatical awareness in a variety of well-structured and planned work. Pupils' skills in spelling are weak, although handwriting is accurate and fluent. Overall, in English, progress is good for all levels of attainment, including those with special educational needs. In speaking and listening pupils make good gains in their ability to express thoughtful ideas about a story. In reading, higher attaining pupils have made good gains in their ability to make very detailed analyses of plot and character and in their knowledge and understanding of the library systems of classification. In writing, higher and average attaining pupils make steady progress in their ability to write at length and for specific purposes. A limited range of opportunities for pupils to write creatively and at length in Years 2, 3 and 4 limits progress in this aspect of their work.

- 4 Pupils' attainment in mathematics is below the national average by the end of both key stages. All pupils' make good progress in both key stages. By the end of Key Stage 1, most pupils are confident in applying the rules of addition and subtraction. Most pupils' understanding and use of appropriate mathematical language are satisfactory. They organise and check their work carefully and can present their calculations in various ways. By the end of Key Stage 2, few pupils have rapid recall of multiplication facts except in two; five and 10 times tables. Many pupils lack confidence in developing their own strategies for solving problems and find difficulty in explaining their reasoning. Pupils make sound progress in fractions, decimals, and percentages. Data handling skills are satisfactory and in many instances pupils use appropriate computer programs well. Pupils' knowledge of shape, space and knowledge of measures is not as sound. In mathematics, pupils' progress in the knowledge and understanding of number through both key stages is enhanced through regular practice in mental calculation and revision of number facts. Their progress in language and reasoning skills is good in both key stages. Younger pupils explain their thinking and develop their own approaches to overcoming difficulties from an early age. Older pupils are now doing this, and pupils are confident and independent in their mathematics lessons.
- 5 In science, pupils' attainment by the end of Key Stage 1 is below the national average and broadly in line with the national average at the end of Key Stage 2. Overall, progress is good. By the end of Key Stage 1, pupils are beginning to develop a satisfactory scientific approach and exhibit sound skills in observation and communicating their findings. They are secure in their knowledge of humans, plants and animals but less so in their knowledge of common materials and physical phenomena. By the end of Key Stage 2, pupils have the ability to recognise the need for a fair test and understand why this is important, to plan and carry out their own experiments and select relevant equipment. Pupils have a sound knowledge of the natural world, materials and their properties and the physical world.
- 6 In information technology (IT), pupils' attainment is in line with national expectations by the end of both key stages. In the past the school has had few resources and pupils have had little opportunity to develop their IT skills. As a result of a major input of resources and training recently, all pupils, including pupils with special educational needs, are now making good progress. By the end of Key Stage 1, most pupils are confident in the use of a 'mouse' with simple software packages and can enter text using a word processor package. By the end of Key Stage 2, the majority of pupils have appropriate skills in word processing, can save their own work, and find information on a CD ROM and use icons and menus. They can also use the internet and interrogate web sites and use e-mail to send messages to other schools. Progress in word processing skills is particularly strong.

- 7 By the end of both key stages, attainment in religious education is in line with standards expected in the Locally Agreed Syllabus. The majority of pupils make good progress, including those with special needs, in Key Stage 1 and sound progress in Key Stage 2. Pupils have a wide knowledge of Christianity, and a sound knowledge of other religions, such as Judaism and Islam. They are able to discuss their own views and feelings about such matters as friendship and the attributes they look for in a friend. In Year 6 pupils successfully compose their own prayers after studying Mool Mantar and its significance to Sikhism.
- 8 In art, geography and music, all pupils make good progress in both key stages and in physical education in Key Stage 2, so that by the time they leave the school pupils achieve appropriate standards. In both key stages, all pupils make satisfactory progress in design and technology, history, and in physical education in Key Stage 1, and achieve levels appropriate to their age by the time they leave the school. There has been an improvement in music and standards in other subjects have been maintained. There is no significant difference in the progress made by boys and girls. However, there are a greater number of boys who have special needs than girls.
- 9 The school has made a good effort in introducing the National Literacy and Numeracy strategy. Pupils' literacy skills, which are below the expected level, are given sufficient emphasis in other subject areas. Pupils' writing skills are utilised appropriately; there are opportunities for pupils in Key Stage 2 to write at length or for different purposes, for example, in religious education and history. Likewise, there are sufficient opportunities for reading for information. The learning in many subjects is enhanced by opportunities presented to pupils to use their research skills for example, in science, history and geography. Pupils' numeracy skills, which are below the expected level, are used appropriately to classify, compare and measure in several subjects, examples were seen in art, design and technology, geography, information technology and science. The school has set itself appropriate targets for literacy and numeracy that are on course to meet.
- 12
- 13 Non-statemented pupils with special educational needs (SEN) make good progress towards the targets set for them in their Individual Education Plans (IEP). This is because teachers use pupils' individual education plans effectively in planning appropriate work for them to meet their targets and the effective support they receive from support staff. An example of this was in a literacy lesson in Year 1 class when pupils were asked to find three letter words after rolling three letter dice, providing pupils with the opportunity to contribute to the lesson and raise their esteem. Pupils on the higher stages of the special needs register make good progress because they are well supported by good quality support teachers who provide valuable expertise both in and out of the classroom.

Attitudes, behaviour and personal development

- 10 The good standards highlighted in the previous inspection report regarding pupils' attitudes, behaviour and relationships have been maintained. Pupils' attitudes to learning are good throughout the school. In the classroom, pupils generally listen attentively to their teachers as well as other pupils. They are interested in their work, particularly when it provides them with pace and challenge. Pupils are proud of their work, and are eager to show it to visitors. They are generally co-operative both in the classroom and at break and lunch times. Where the curriculum or teaching provides for paired or group work, pupils respond well, supporting one another with positive and kind comments. For example in a swimming lesson they encouraged and applauded others' efforts and achievements. On a few occasions, some pupils find it difficult to sustain their concentration and motivation to complete work within the time. Classrooms are sometimes a little noisy but generally very purposeful.
- 11 Children enter the nursery with generally limited personal and social skills. Very few are independent and often appear reliant upon an adult to tell them what to do. The staff are aware of this and plan to develop children's independence. This is illustrated in the well considered nursery activity each morning where children find a postcard with their name on which they then place in a post-box to register their attendance. Many children

simply wait for an accompanying adult to do this for them. Whilst some children can share equipment quite well initially few are able to take turns except with adult support. The vast majority of children enjoy adult attention and often call out for adults to watch what they are doing. However, some struggle to carry out instructions as seen when asked not to jump from chairs in the nursery. In reception, children are often keen to share their ideas but many struggle to understand the convention of putting up their hands and simply call out what they think. Most children under five are keen and enthusiastic to attend school and are friendly towards other children and adults. At the beginning of the day children settle happily and often confidently to the tasks available. There is evident enjoyment and relationships are good.

- 12 Pupils' behaviour overall is good. For example, at break times pupils interact across all the school years in a thoughtful manner with each other, considering others within the area. During the inspection period pupils were seen to behave well and the greater majority quickly settled to work with much positive effort. Pupils are in the main open and polite both in the classroom, and in other areas around the school and grounds. They show that they know the difference between right and wrong. They show respect for their own and other people's property as well as to others' values and beliefs. There were no ethnic or racial mix difficulties observed in the school. Pupils' accept and respond well to the school's positive approach to behaviour control. There have been four fixed-period and one permanent exclusion in the last year, which have proved to be successful. This is about the average for the school.
- 13 Relationships between adults and pupils and between the pupils themselves are good. This was evidenced by the polite and pleasant manner in which adults, including the inspectors were treated both in the classroom and around the school. For example, in the dining hall at lunch time pupils are respectful to mid day supervisors and eager to explain lunch time system to the inspectors.
- 14 Personal development of pupils is very good throughout the school. Pupils willingly accept responsibilities, acting as classroom monitors, tidying up and helping the staff to prepare. For example, Year 6 pupils arrange the hall for assemblies; this includes setting out the screen, overhead projector and chairs, clearing away and general positive organisational awareness. The quality of attitudes, behaviour, relationships and personal development across the school is strength and further enhances the education the school provides.

Attendance

- 15 As in the last report determined efforts have continued to be made by the school to promote regular attendance. Despite this the levels of attendance, at 91 per cent, are still below the national average 93.8 per cent. The levels of authorised and unauthorised absence at 6.2 and 2.9 per cent respectively are also above the national average of 5.7 and 0.5 per cent. The school is rigorous in monitoring and following through on these. Across the school registration is prompt and efficient, with little time wasted. Lessons throughout the day are nearly always punctual and begin and end on time.
- 16 While the greater majority of pupils come to school regularly and are prompt in arriving at lessons there are a number who are persistently late. The lack of continuity in the education of these pupils is having a negative impact on their attainment and progress.

QUALITY OF EDUCATION PROVIDED

Teaching

- 17 In the previous inspection the quality of teaching was unsatisfactory in 20 per cent of the lessons seen; and in Key Stage 1 one lesson in three was unsatisfactory. This was mainly due to a lack of teacher knowledge in some subjects, low expectations of pupils by teachers and activities that were too prescribed. Overall, the quality of teaching has significantly improved and no examples of unsatisfactory teaching were seen. The quality of teaching has improved particularly in English and science; in music in Key Stage 1, in religious education in Key Stage 2 and in art across the school. A number of factors have contributed to the improvement in the overall quality of teaching; the development of effective schemes of work and a raising of teachers' expectations through target setting. Teachers' short term planning has improved; the majority of lessons have clear learning objectives. However, in a minority of lessons the learning objectives are not precise and as a result the teaching is not as effective as in other lessons. A number of other factors have also contributed to the improvement in teaching, there have been a number of teaching staff changes and staff training in the school has been beneficial in improving the teaching of English, mathematics and information technology. The headteacher regularly monitors the performance of all the teachers in the classroom and a professional dialogue follows on the strengths of the teaching and areas of improvement. In a minority of classrooms a lack of precise learning objectives in lesson plans and weak assessment procedures in most foundation subjects reduces the quality of the teaching. It was not possible to judge the quality of teaching in design and technology in Key Stage 1 as no lessons were seen.
- 18 Teaching in the school is generally of good quality in the vast majority of classrooms and in most subjects. There were no lessons where the teaching was unsatisfactory and in 51 per cent of lessons it was good; and in seven per cent the teaching was very good. For children under five in the nursery and the reception classes, the teaching in nearly 70 per cent of lessons was good. In Key Stage 1, the teaching in 50 per cent was good. In Key Stage 2, the quality of teaching was good in 47 per cent of lessons and in 12 per cent was very good. The quality of teaching helps pupils of all abilities to make good progress in most lessons and achieve higher levels of attainment in all subjects when they leave the school than when they entered.
- 19 A strength of the teaching is the ability of teachers to present lessons in a well-organised accessible way, which immediately attracts and holds pupils' attention. Teachers clearly state what pupils are to learn by writing the objective of the lesson on the whiteboard and check on whether pupils have achieved this at the end of the lesson. This was the case in a very good mathematics lesson in Year 5 pupils when pupils were asked to investigate patterns in number sequences. The best lessons clearly build on previous learning and are successful in enabling all pupils to make good progress for example, in a Year 5 music lesson, pupils explored how instruments were used to create the sounds of raindrops whilst listening to 'Winter' from the 'Four Seasons'. Science lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In one good lesson, Year 4 pupils effectively built on their existing knowledge of electrical circuits in investigating the effect of putting two bulbs in the circuit. The teacher was skilful in assessing pupils' needs and provided good support directing pupils on how to test their prediction. Discussion and questions are used to challenge pupils and check understanding. In religious education, a strength is the great value teachers place on pupils' contributions for example, in a Year 2 lesson as pupils discussed how they should behave in special places such as a church, at school or at the Wacky Warehouse. Good use is made of pupils' own experiences which often help develop the content of the lesson, and make it more meaningful.

- 20 Teachers have a good knowledge and understanding of all the subjects they teach. In an information technology lesson in Year 1 of good quality, the teacher effectively transferred her own expertise in using the keyboard, helping pupils to gain a good understanding of how they could use the 'Dreamwriter' to help them with their written work. Planning is of a good standard providing effective coverage, balance and breadth. Teachers plan long-term for a period of weeks; this is particularly effective in year groups where teachers plan together. There is good continuity between those lessons that are part of a series for example, in English and mathematics. The introduction of the National Literacy Strategy has improved the teaching of English, clearly focused lessons end with effective plenary sessions to check on and extend pupils' learning. The teaching of mathematics is good and effective use is made of verbal and mental activities to give pace to the lesson in line with the National Numeracy Strategy.
- 21 The management of pupils in the classroom is very good, and teachers achieve high levels of discipline. A variety of teaching methods are used effectively to achieve good levels of concentration, and create an industrious learning environment. In English, group teaching is very effective. It encourages and supports pupils; as a result pupils make good progress. In mathematics lessons teachers use their time well monitoring and supporting pupils as they work. When support staff or parent helpers are present they are used productively. In the teaching of pupils with special needs, resources of good quality are used effectively to support pupils' learning. Teachers show satisfactory skills in assessing pupils' understanding of the task as they work, and the marking they do when pupils have completed the task provide appropriate comments for pupils to further improve.
- 22 Relationships between teachers and pupils are very good and there is mutual respect. In the teaching of under fives, teachers value greatly children's efforts and responses. Staff have high expectations of the children in all areas of learning. They plan appropriate activities carefully and intervene in the learning when necessary to challenge the children successfully to make further progress and to improve levels of attainment. In art, teachers intervene effectively whilst pupils are working in order to challenge their thinking, pose open questions leading pupils forward with their work, or to provide positive feedback. In a Year 6 lesson, good progress was made in the lesson as pupils transferred the knowledge of different techniques and materials they had gained in previous lessons into making a three dimensional model of a storm at sea. Praise and encouragement from teachers prevail throughout the school in all lessons. This does much to motivate pupils and enhance their learning.
- 23 Overall, the teaching of the under fives is good. In the lessons seen 75 per cent of teaching in the nursery is good and the rest is satisfactory. In all activities taught by the support staff the quality of teaching was good. In the reception class almost 80 per cent of teaching is good and with approximately 10 per cent of teaching being very good, with the remainder being satisfactory. Good teaching is having an impact upon the standards of attainment and the good progress made by children, particularly in the reception class. Staff know the children well and have good relationships with the children. In the reception class good use is made of humour to interest and motivate the children. Staff provide a positive ethos with a caring environment. Both teachers and support staff encourage and value the children's efforts. Strengths in the teaching are in the good management of the children. There is thorough planning of activities, which are well balanced to provide an appropriate range of activities. Organisation is smooth with staff working well together to ensure children are continuously involved in activities. In the reception class good use is made of questions to prompt children to develop their descriptive language.
- 24 Homework is used consistently and supports the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling, number work and occasionally geography and history. The reading diary provides a good link between home and school. Parents are happy with the amount of homework given and expressed this view at their meeting with inspectors.
- 25 There are high levels of special needs pupils in all classes who receive support in the classroom. The quality of this support is good and the pupils have access to all areas of the curriculum. Individual education plans (IEPs) exist for all pupils who are at Stage 1 and above. They are well planned and structured and identify appropriate

and realistic goals. Good support for these non-statemented special needs pupils is provided by well-matched tasks planned by the teacher, enabling pupils to make good progress towards the targets set for them. Pupils who work out of the classroom in small groups with specialist teachers make good and at times, very good progress. For example, in a Year 4 lesson when pupils were learning how to extract information from a bar chart, a good range of tasks and high expectations by the teacher motivated pupils well and pupils' comments of 'I'm really trying hard' reflected their great effort.

The curriculum and assessment

- 26 Weaknesses highlighted in the previous report were concerned with the provision for music in Key Stage 1 and religious education in Key Stage 2. There was also concern about monitoring pupil achievement and using this information in planning work for all abilities. The school has improved in all these areas but further improvement is needed in assessing pupils' attainment in foundation subjects and ensuring the good quality of assessment is consistent across the school.
- 27 Curricular provision for the under-fives is appropriately planned in line with the areas of learning suitable for children of this age. Overall, it enables children to receive good quality of early experience in reading, writing and mathematics as well as developing them personally and socially and improving their knowledge and understanding of the world and their physical and creative skills. In the reception class provision to develop children's language and literacy skills and for their creative development is stronger than in the nursery. Effective planning ensures children transfer to the programmes of study of the National Curriculum smoothly. Early assessment procedures are in place and the information gained from these is used effectively.
- 28 In Key Stage 1 and Key Stage 2, the curriculum complies with statutory requirements to teach all National curriculum subjects and religious education in accordance with the Locally Agreed Syllabus. It is broad and balanced. Appropriate amounts of time are allocated to teaching the key skills of literacy and numeracy. The curriculum successfully promotes pupils' intellectual and physical development and prepares them well for the next stage of their education. The school's positive and caring ethos reflects its strong commitment to the development of pupils' personal and social development. The governing body has an agreed policy for sex education. This and awareness of drug abuse are incorporated into the teaching of science and personal and social education lessons.
- 29 There are equal opportunities for all. Appropriate procedures are in place to meet the requirements of the Code of Practice for pupils with special educational needs. The pupils have full access to all subjects taught. All staff understand the school's staged approach to identification of special needs and to provision. Outcomes of assessment inform planning for individuals. Information from previous schools is used well. Progress is consistently reviewed and annual reviews set clear and appropriate targets.
- 30 Effective policies and schemes of work are in place for all subjects. The school is successfully following the Literacy and Numeracy strategies that have been very well implemented. A whole school planning grid ensures the systematic development of knowledge, skills and understanding in science and the foundation subjects. Planning is monitored effectively by the headteacher with the support of coordinators. The school organises a number of curriculum meetings for parents in Key Stage 1 to inform at which there are opportunities for discussion of the programmes of study and the end of key stage tests.
- 31 A very good range of extra-curricular activities is available for pupils in Key Stage 2. These include many sporting activities, including team sports, football, cricket, cross country running, rounders and swimming. Other sporting activities in the form of clubs are lacrosse, gymnastics, table tennis, short tennis, netball, basketball and commonwealth games. All of these activities involve the equivalent of approximately 380 pupils and 28 staff. There are very good links with the Wright Robinson Sports College which enhances the provision

for physical education. Other extra curricular activities cover music, writing and cycling. Pupils are given the opportunity to make residential visits when they are in Years 5 and 6. The range and quality of these activities ensures that they make a very good contribution to developing pupils' curricular, personal and social skills.

32 The school has a sound assessment policy. Although the progress of pupils is assessed and recorded regularly in the three core subjects of English, mathematics and science, the quality of the assessments is not consistent across the school. Likewise, assessment in the foundation subjects such as history, geography and music is very informal and unstructured. As a result there is not a clear documented record of what pupils know, understand or can do in these subjects. Good practice was seen in a Year 1 class where the teacher had carefully assessed pupils based on the learning objectives highlighted in the lessons. Day-to-day assessments are used well to help teachers make their future planning effective. There are whole school portfolios of work but these are out of date. The school has begun a new system of 'Progress Books', in which termly pieces of work in English, mathematics and science are put after teachers have assessed them against criteria specified by the coordinators. The small amount of work already done in this way is effective in supporting a focused structured approach to assessment. An example of good practice was seen in a Year 6 class where pupils were beginning to be involved in self-assessment. They had set themselves simple targets such as 'I give more detailed answers and improve my handwriting', or 'I am going to listen more carefully'. These were pasted in the front of their books. The marking policy is followed by staff results in good marking assisting pupils by encouraging them but also by telling them how to improve.

36 **Pupils' spiritual, moral, social and cultural development**

33 Overall, the school makes good provision overall for pupils' spiritual, moral, social and cultural development. It has improved its provision for spiritual and cultural development and maintained the very good provision for social and moral development since the previous inspection. The school provides a welcoming and caring environment in which good relationships are developed and all are respected and valued. Its aim to educate pupils in a caring community is a noticeable part of pupils' education. Pupils are encouraged to listen to what others have to say and they are gaining a good understanding of the diversity of beliefs, attitudes, social and cultural traditions. Parents agree that the school promotes positive attitudes and values.

34 Provision for pupils' spiritual development is satisfactory. Acts of collective worship are of good quality and time is made for quiet reflection in a peaceful and calm atmosphere. Christian values and attitudes of caring and forgiveness and being fair are promoted during school and class assemblies. Religious education lessons provide pupils with knowledge and insight into the values and beliefs of their own and other cultures. Pupils are encouraged to respond to religious teaching by relating it to their own lives in a way that develops spiritual awareness. Opportunities for the development of spirituality are not systematically planned into the curriculum but good practice exists where pupils' experiences are heightened. Pupils in Year 2 gave considerable thought to the lives, feelings and circumstances of Florence Nightingale and her nurses as they cared for injured soldiers in the grim conditions of the Crimean War. Older pupils can reflect in quietness, as for instance when they imagine themselves preparing to be evacuated during World War Two.

35 The school makes very good provision for pupils' moral development. Staff promote a very strong moral code. It emphasises the care and respect that pupils should have for each other and that pupils are responsible for their own behaviour. There are very clear guidelines for acceptable behaviour and teachers make sure that pupils understand the difference between right and wrong from the earliest age. Staff provide good role models for the pupils and their expectations of good behaviour are very high. Pupils are given opportunities to be involved in making rules for areas of the school such as the stairs, the dining hall and the playground. Relationships are generally very positive. Opportunities are provided during school and class assemblies for pupils to consider wider moral issues of conservation raised by, for instance, the destruction of the rain forests. As a result of this, pupils are knowledgeable about global issues and are able to talk about what they can do to make things better.

36 The school's provision for social development is very good. Teachers provide many good opportunities for social development. Working together in groups carrying out science investigations or in pairs using a computer, helps develop pupils' social skills. Very good relationships are a strong feature of the school and

good manners and sociability are encouraged in class, in the dining hall and at play. Pupils learn to be polite and courteous to each other and to visitors, even the youngest pupils hold doors open for others to pass. Many pupils, in both key stages, undertake a range of tasks that contribute to the smooth running of the school, for example, taking the register to the office. Pupils in Year 6 take responsibility for organising the sale of snacks at break times and for preparing the hall for assembly. They confidently take part in the weekly achievement assembly by reading out the successes achieved in each class. After-school sports and other activities provide pupils with many opportunities to work and play together. Older pupils take part in residential visits and all pupils go on visits that support the curriculum. The school regularly involves its pupils in local community sports competitions and musical activities; for instance, they sing carols for elderly residents in a nearby home. Pupils learn how charity can improve the life of others and give to several.

- 37 Good provision is made for pupils' cultural development. Opportunities are regularly presented for pupils to learn about local cultural traditions and those of their families. Teachers plan work in English, history, art, music and religious education to give pupils opportunities to learn about other cultures and traditions. Studies of past societies such as the Ancient Egyptians and the Celts, as well as contemporary ones in Europe, help pupils to broaden their knowledge of other cultures and compare them with their own. The previous inspection noted that multi-cultural awareness was given insufficient attention in the curriculum. The school has addressed this issue satisfactorily. Pupils have opportunities to appreciate the diversity and richness of other cultures when they look at the work of artists from different parts of the world. Some of the books used during the Literacy Hour contain stories from different cultures. As they enter and leave assemblies, pupils hear music by composers from many different cultures. The choir, in preparation for the forthcoming school concert, include a range of African songs in their repertoire. The music chosen by the school's steel band also makes a strong contribution to pupils' multi-cultural awareness. The school organises visits to places such as museums, art galleries and historic buildings, to further pupils' cultural development.

Support, guidance and pupils' welfare

- 38 The school is effective in promoting the welfare, guidance and safety of its pupils as well as providing a generally safe and secure place in which to learn. These findings generally reflect those of the last inspection. Pupils are well known to all staff, who are approachable and very supportive. The atmosphere in and around the school is one of care and the staff are committed to the well being of all pupils. There are good relationships established between pupils and adults and there were very few instances observed where pupils did not respond well to the positive role models around them.
- 39 The school effectively supports pupils with special educational needs through its established procedures for the identification, tracking and monitoring of progress and the teaching support it provides. It successfully maintains most pupils at the lower stages of the Code of Practice for special needs. There are effective links with outside agencies and this makes a positive contribution to the quality of education for these pupils.
- 40 The school is a positive, orderly and industrious community, which promotes pupils' progress. The school has established procedures for the monitoring of pupils' progress and personal development. There is a member of staff who has responsibility for child protection and there are satisfactory procedures in place. He has received training, and all staff are aware of their duty to be watchful. The school maintains satisfactory contacts with the necessary and relevant support agencies. Procedures for the marking of registers are known by staff and are applied efficiently at the start of morning and afternoon sessions. The school monitors attendance and punctuality rigorously.
- 41 The behaviour and discipline policy is in place, and members of staff, parents and pupils are aware of the value of the procedures. No serious misbehaviour or incidents of bullying were observed during the inspection. However, some strong behaviour was seen in the playground at break times. The school is aware of it and

trying to eradicate it by controlling some playground activities. In discussions with pupils playground behaviour was not seen as a problem: they know what to do if feeling threatened in any way and make full use of the various areas of the playground to their satisfaction. Pupils' behaviour is appropriately monitored and where there is concern, effective strategies are used to improve individual pupils' behaviour.

- 42 An effective health and safety policy is in place and members of staff and the governing body carefully monitor health and safety matters. A number of health and safety aspects were brought to the attention of the head teacher: the school was fully aware of these issues and has considered options open to them to improve the situation. For example, issues were concerned with the maintenance of the outside of the building, broken guttering and downspouts, missing roof tiles, the very poor condition of the play ground surface, movement of vehicles during lunchtimes through the school access area. These aspects are giving the school, correctly, some great degree of concern for the safety and welfare of its pupils. Most of these aspects are outside the responsibility of the school and it has tried hard to secure funds to improve the situation.
- 43 Children are carefully and sensitively introduced into the nursery so as to remove any worries that either parents or children may have. The arrangements for transfer to secondary school are satisfactory and there is appropriate help and advice to support both pupils and parents. Authorised and unauthorised absence data is not currently reported in the governors' annual report to parents.

Partnership with parents and the community

- 44 Partnership with parents and the community is good overall and is strength of the school. The school continues to maintain an effective partnership. Parents are supportive of the school, and indicate that it is welcoming and friendly. Staff are very approachable and find time to listen to any problems and concerns. Parents help in the classrooms, with reading for example, as well as accompanying pupils on school visits. They support their children at home by hearing them read, and help older children to complete projects and other homework assignments. There is an active Parent, Teacher, and Friends Association, which organises a wide range of well supported events to raise valuable funds to improve the quality of education that the school provides.
- 45 Communication through the school brochure, yearly questionnaires and analysis returns, annual governors' report to parents, and newsletters is satisfactory. There are three parent/teacher evenings held each year. There are sound arrangements for under fives' induction into school with helpful information supplied in the school brochure. The open door policy is valued by parents and provides a good opportunity to further discuss pupils' progress. Parents receive annual reports that give a broadly satisfactory picture of their child's progress and contain future targets to improve learning. However they do not currently sufficiently inform parents on what pupils can and cannot do. The school is aware of these limitations to the reports and is reviewing and preparing a different format of presentation. Parents of children with special educational needs are suitably involved and informed by the school with all aspects of relevance to their children's education.
- 46 Parents are encouraged to help in school and a reliable core of parents are effectively involved in classrooms and on educational visits. The school's "Early Start" programme has been very successful in informing parents about their children's school life and the current educational approach to learning techniques. In several instances this has led parents into taking on an adult education course as "Classroom Assistants", which the school supports. Parents are generally supportive of the home/school diary and the school's homework approach. Parents play an important part in the smooth running of the school.
- 47 The school has satisfactory links with the local community, including the church. They use the local area well for example trips in to the community for geography and history. There are however limited business and industrial links forged by the school. The surrounding area is very restricted in commercial outlets and business enterprise. This aspect is similar to the previous inspection report.
- 48 Responses to the parents' questionnaire were generally positive, and there were no major significant parental concerns. However, the return rate is low statistically in order to base general parental opinion from. This is similar to the parents meeting with inspectors at which there was only eight present. Parents seemed to be happy with their level of involvement, the approachability of the school and the encouragement that the school offers to

children in involving them in the local community. A minority of parents expressed concern about behaviour, the school's values and attitudes and high standards, how the school handles complaints, and information about pupil progress. Inspectors' judgements do not support these views in these four areas. The homework supplied does support the work which pupils do at school. Inspectors agree with parents' positive comments about the school in that the school is approachable, pupils enjoy school, there are good standards of behaviour and the school's values have a positive impact on pupils' education and understanding of the wider world.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 49 Since the previous inspection the school has maintained the good quality of leadership and management and made good progress in its planned programme of improvement towards the areas of concern expressed in the last report. The quality of leadership is a strength and has been instrumental in bringing about good improvements and ensures that there will be a planned programme for continued improvements. The quality of teaching has significantly improved and this in turn has raised standards. The school has successfully managed the implementation of the 'Literacy' and the 'Numeracy' strategies and improved the provision of religious education and music. In the previous report the governing body was criticized for not considering various options in spending the budget surplus in its development planning and for not monitoring the effectiveness of spending decisions. Through information provided by the headteacher there has been an increase in the involvement of the governors in monitoring and evaluating the work of the school, both on the development of the curriculum and in its long term planning. However, due to considerable changes recently in the make up of the governing body this aspect of their role is now not as strong.
- 50 The school is well led by a very conscientious headteacher, who provides a clear educational direction for the school. He sets a good example to the school's community in upholding the ethos of the school and has the respect of staff, pupils, governors and parents alike. The headteacher has been instrumental in the introduction of monitoring of teaching, target setting and has dealt most effectively with the problems arising from the change in pupil population over the past four years. Over time, the numbers of pupils entering and leaving the school has grown and the number of pupils in the school has fallen; however, the school has introduced effective systems to support these pupils whilst still catering well to the needs of all other pupils. Through his endeavours the school is involved in several worthwhile initiatives for example, the pilot study for the introduction of the Literacy Strategy and the use of low cost word processors in schools. These have helped bring about an improvement in English standards. There is an effective management structure in place that leads to regular involvement of all staff through clear channels of communication. In providing professional support, the headteacher has built a loyal, hard working team who share his commitment to creating a happy, stable environment for its pupils.
- 51 A strength is the effective monitoring which takes place. The headteacher and coordinators rigorously monitor teaching and curriculum development. Every term the headteacher monitors each class and discusses his findings with the class-teacher. This provides opportunities to exchange thoughts about successes as well as to express concerns about the quality of teaching. Areas of concern highlighted in the previous report concerned with the quality of teaching have been dealt with effectively. Coordinators have clear and realistic responsibilities that are laid out in their detailed job descriptions and relevant targets set for the development of their area are a feature of the school's development plan. Appropriate structures exist for coordinators to monitor, give advice on, and develop their subject and adequate time is given within the school day. Teachers complete an audit of their subject and produce a written report indicating areas of strength or areas in need of development and an action plan is created indicating how improvements can be made. This information is then shared with colleagues and governors and a review date is set. This has been particularly effective in English, mathematics and information technology, where, through classroom observation, areas of development have been identified and are being improved.

- 52 The governing body is very supportive of the school and has adopted an appropriate committee structure that enables it to fulfil its statutory responsibilities in all areas including collective worship. Although it carefully carries out regular risk assessments there are a number of health and safety issues caused by a lack of maintenance to the building. The school has not been successful in obtaining funds in order to improve the state of the building and remove these hazards. As a result, the school has had to use its own funds to address the more serious aspects, for example in making the entrance to the school secure from vehicles entering. At present the governing body does not have its full complement of governors and several are new, with limited experience and knowledge. Consequently, their role in monitoring and evaluating the work of the school is severely restrained and a great deal of the responsibility rests on the headteacher. At present some governors do not fully understand their role and responsibilities.
- 53 Development planning is sound and involves the whole staff and governing body in the setting of priorities and targets for the coming year. An added strength is the opportunity the school gives parents to contribute through a questionnaire. The format shows satisfactory practice, it identifies key areas for development, is carefully costed and has criteria set with which success can be judged. Progress is regularly reviewed and information is provided by the headteacher to the governing body.
- 54 The school's aims emphasise the development of each child to its full potential and this principle is evident in much of the school's work. The effective day to day management and organisation by the headteacher ensures that pupils are well taught in a caring and happy environment, which promotes effective learning. Management of matters concerning special needs (SEN) is effective, the school works in harmony with the Local Education Authority (LEA) by applying the LEA policy and criteria when making assessments and assigning pupils to the Code of Practice stages. The SEN provision is well managed, the coordinator provides good support to staff and effectively teaches small groups of pupils who have significant learning difficulties.
- 55 The school has a positive ethos, and all classrooms have a commitment to high achievement, an effective learning environment and good relationships. All pupils have equal access and equal opportunities.

Staffing, accommodation and learning resources

- 56 Concerns in the previous inspection were expressed about the need for urgent repairs to the building and a number of health and safety issues. Although the governing body has tried hard to improve the condition of the school's accommodation and address these issues by pursuing funds to carry out the necessary work, there has been no significant improvement and to some extent the situation is worse.
- 57 The good teaching levels have been maintained ensuring that class sizes remain relatively low. This results in good levels of support to pupils helping them to make good progress. The school has recently introduced the arrangement whereby two teachers teach one class during different parts of the week. This allows one teacher to support pupils and staff in areas of information technology (IT). This considerably enhances the amount and quality of support available in this important area across the school. The other teacher is the special needs coordinator who is provided with time for specialist teaching of pupils with special educational needs on the higher stages of the special educational needs register. This is effective in helping these pupils make good progress towards the targets set in the individual education plans.
- 58 Whilst virtually all teachers have initial qualifications in arts subjects most staff have undertaken appropriate in-service training programmes and are experienced in teaching mathematics and science based subjects and in most other subjects. However, there are some teachers with limited skills in the teaching of all strands of the IT curriculum. An unusually large proportion of teachers have taught only in this school or have worked in the school for a number of years. This ensures that there is continuity in teaching. The headteacher is aware of the possibility that staff may lack appreciation of educational developments and standards. This is fully considered

when making arrangements for in-service training.

- 59 The number of support staff is about the level often seen in schools and provides good support for pupils. The school has recently developed the role of a member of the support staff to include work on the 'Kick Start' project. This is well-considered and effective practice. There are an appropriate number of nursery nurses to support the teaching of children under five, with some of these staff being particularly well qualified. They have established good team working practices in the nursery and reception class and provide consistently good teaching in the areas for which they are responsible.
- 60 The arrangements for the professional development of the staff are good. The school makes good use of the standards fund to support the development of subjects. Recently this has appropriately supported the development of literacy and numeracy. Staff make 'bids' to attend courses and these are considered in the light of priorities identified in the school development plan. Consideration is also given to the professional development of staff and in supporting the further development of teaching skills and classroom management. Induction procedures for new staff are appropriate and most staff feel well supported by the headteacher and other senior staff. Whilst the formal appraisal procedure has lapsed the headteacher conducts appraisal discussions with all staff. This has been important in raising the standard of teaching since the previous inspection.
- 61 The quality of the school's accommodation is satisfactory overall, though with some aspects that are good and others that are poor. The internal accommodation is very spacious. Some classrooms, including the nursery and reception classes, are large, spacious and allow a wide range of activities to occur. Other classrooms, whilst slightly smaller, are appropriate to provide suitable accommodation for the delivery of all subject areas. There is a very large hall on each of the two main floors of the school. The end of each hall is used as a library and multi-purpose working area. The rest of each hall is used as an area for activities including assemblies and physical education (PE). Whilst PE equipment is stored around the perimeter of the halls this does not usually present a safety hazard as there is plenty of floor space available. There is a music and television area at the end of the Key Stage 1 hall and a stage at the end of the Key Stage 2 hall. There are also surplus classrooms that are used for the storage of resources and equipment. There is a room that is used for support activities for pupils with special educational needs. There is a music room on the second floor, which although somewhat untidy is very useful as a practice area for such activities as steel pans.
- 62 The quality of the internal environment is generally good. The standard of cleaning and day to day internal maintenance is very high. The school is particularly fortunate to have the services of an extremely dedicated site manager who provides excellent support to the school and its pupils. Most areas are in a good state of decoration and the display of pupils' work around the school enhances the learning environment and raises the pupils' self-esteem. However, the previous inspection noted that the fabric of the building had deteriorated to such an extent that water penetration caused severe problems. This remains the position, and this is unsatisfactory. There are areas, including in the nursery, which have suffered extensive damage from rain, and water enters parts of the building each time there is rainfall. In these areas there are parts of walls and ceilings where paint hangs from the walls or there is no paint. Water enters the roof of the canteen and makes extra work for staff to ensure that this area is safe for pupils to use. In the nursery toilets, the gap between the toilets and the floor covering allows unpleasant smells to occur. These issues affect the quality of the learning environment and do not indicate to pupils and parents that the school is important.
- 63 There are other major health and safety concerns about the state of the building. For instance the electrical power supply is sometimes inadequate and results in the loss of power to parts of the school. This was seen in the period of inspection when the whole of the first floor of the school was without power for several hours. This is unsatisfactory. The external accommodation of the school is poor and includes some important issues of health and safety. A major concern of the school is the open and shared access to the school by pedestrians and pupils. This means that at parts of the school day pupils are moving to and from the canteen whilst users of the adult education centre, on the second floor of the school building, are moving on foot and in cars in the same small area. The staff are fully aware of such issues and attempt to provide supervision but several state 'this is an accident waiting to happen'. The external pathways and school playground are in a poor state of repair. Pathways have had spot repairs but these have not solved the problems. Many access areas around the building

are extremely uneven and this presents a serious safety hazard for pupils and adult users of these areas. The school attempts to use the playground area of the school for outdoor physical education (PE). This is uneven and again causes serious safety issues as observed in one lesson when a pupil was injured during a PE lesson. The school has now made the decision that the playground is unfit for outdoor games. There is no school field and this again restricts opportunities in PE. The playground is very limited in size and barely adequate for the large number of pupils at play. The secure nursery play area is satisfactory and provides the opportunity for the youngest children to develop a range of gross motor skills. The small environmental area was not seen in use during the period of inspection and presents some safety concerns. The staff and governors are fully aware of all safety issues and have made representations to the local education authority for funding to remedy the health and safety issues, several of which are long standing. The school has made some use of money from within its own budget to make some repairs and has rightly considered what other action might be appropriate.

- 64 The school resources are satisfactory and support pupils' learning appropriately. General classroom resources are adequate and suitable. Most resources are readily accessible and in good condition. This maintains the position noted in the previous inspection. There are a satisfactory number of books for the age range of the pupils. The range of reading materials for the teaching of the Literacy Hour is often good. However, the stock in both school libraries is barely adequate. In both libraries there are a lesser number of books than is desirable to support the full range of curriculum areas. Some of the books in both libraries are very old and unattractive to pupils. Some fiction and non-fiction materials are more than thirty years old and do not indicate to pupils that reading is important or exciting. There are a good number of computers in school. With all classes, including the nursery, with regular access to at least one computer. Some classes have up to four computers available. The amount and quality of software is generally appropriate and the subject coordinator has clear plans to extend this, including in the nursery.

The efficiency of the school

- 65 A key issue of the previous inspection report was that the governors should consider a range of budget options to make best use of a large projected underspend. This has been achieved and decisions were made to use this surplus in order to ensure small classes by maintaining a high teacher pupil ratio, improving the level of resources for learning and the number of educational visits to enhance pupils' learning. These decisions were based on the likelihood of falling admission numbers, which have now come into being, and the surplus at the end of the last school year was moderate. The standard of financial planning is good although the role of the governors in this is limited. This is because there has been a considerable change in the make up of the governing body and several governors are new and the complement of governors is short by two. The annual budget is prepared on the basis of wide consultation and discussion with staff, governors and parents. The school development plan is comprehensive and forms the basis for school improvement over the next three years. Staff and governors have identified priority areas for development and costs have been assessed. Specific grants are used well and are mainly targeted towards staff development. The school has been particularly successful in preparing staff for the National Literacy and Numeracy strategies and has been effective in raising standards in these areas. The special needs coordinator is allocated a budget for all pupils with special educational needs and this is used well to enable pupils to make good progress.
- 66 In the previous report the school was asked to develop a system to monitor the effectiveness of spending decisions. This has been tackled successfully and financial control is good. All areas of spending are monitored and the yearly review of the school development plan includes an evaluation of the cost effectiveness of each. Budget holders are aware of the need to obtain the best possible value for money when buying resources. Financial records are well maintained and the recommendations of the most recent auditor's report have been put into practice. The school secretary and clerical assistant carry out the day-to-day administration efficiently. There are secure systems in place for the ordering and checking of stock and the handling of dinner money and other income.

- 67 The deployment of teaching and support staff is good. The high teacher to pupil ratio has a positive impact on the progress which pupils make. Nursery staff provide good support for the early years and in Key Stage 1. The role of the special needs coordinator and other staff supporting special needs is effective. The use of a teacher working half the week in class to raise standards in information technology is proving successful. The provision for music is enhanced by the employment of peripatetic staff to teach singing and steel pans.

- 68 Accommodation in school is generally used well. Classroom space is used efficiently. However, both Key Stage 1 and Key Stage 2 libraries were under-used during the inspection. Productive use is made of learning resources within the school to support teaching and learning. Visits to museums, places of interest, residential visits and visitors to school enrich the curriculum and promote pupils' personal, social and cultural development.
- 69 Pupils enter the school with well below average levels of attainment and from disadvantaged social backgrounds. They make a good progress overall, behave well and display good attitudes to learning. The quality of teaching is good overall and the curriculum is appropriate. The cost of educating pupils at the school is above the national average. Overall, therefore, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 70 The previous inspection indicated that the children under five made sound progress in listening and speaking. This sound progress in aspects of language and literacy has been maintained and with generally good progress made in several other appropriate areas of learning. This indicates that the overall quality of education of children under five has generally improved. The previous report noted that more could be done as part of the nursery environment and routines to encourage and develop children's early literacy. Improvement in this area is limited. Overall the progress made in the reception class is better than that in the nursery.
- 71 The nursery has 50 places for children aged three and four, with 30 children attending on a full time basis and 20 children on a part time basis. Most children attend full time from around the age of three years and eight months. There are 13 children who attend the reception class from the term of their fifth birthday. The planning for all children under five is very detailed and appropriately based around the desirable learning outcomes for children under five. During their period in the reception class teachers' planning begins to reflect the early stages of the National Curriculum.
- 72 The teaching staff and nursery nurses work very well together. They have established very good team working arrangements, with staff sharing many responsibilities on an equal basis. The staff work hard to welcome and involve parents in the education of their children. Parents are welcomed into the classrooms and are encouraged to stay for some of the first activities and use the games and books with their children. Children feel secure here as they grow and learn. The environment of the nursery has some areas such as the post office, role-play and mark making areas that are underdeveloped. Whilst the environment is warm and welcoming it is not exciting or vibrant and is limited in its effectiveness in developing early literacy skills. The learning environment within the reception class is more attractive and provides more stimulation to the children, also the provision to develop children's language and creative skills is stronger in the reception class.
- 73 When children enter the nursery the attainment of the majority is well below average in all areas of language and literacy, mathematics and knowledge and understanding of the world. Their attainment in personal and social development, creative and physical development whilst being slightly better is still generally below average. Most children in the nursery make sound, and at times good, progress in all areas of learning. The majority of children in the reception class make good progress. However, by the time they reach compulsory school age the attainment of many children from a low base is well below that usually seen. Children develop good attitudes to learning. Most older children sustain concentration well and many can persevere with a task if they are interested in it. This is well illustrated in a light activity in the nursery and in dance in the reception class. Children are allowed to make some choices in what activities to undertake.
- 74 Teachers and support staff carry out a considerable amount of record keeping and early assessment of children's progress. The systems in place are good, however the use of such information to closely track and target specific areas of learning is not fully effective. In the reception class this information is used to group children for some activities. In the nursery class, children are occasionally grouped for activities but this is rarely to support specific teaching in preparation for the first stages of the National Curriculum. Very occasionally learning objectives lack clarity or indication of exactly what the children are to learn from each activity. The staff compile baseline assessment information using the local education authority materials. However, this does not always rigorously or accurately identify the limited development of early skills. There are well-detailed individual portfolios of children's work though these do not always form the basis for future targeting of work.

75 By the age of five, children's personal and social development is below the expectations of the Desirable Learning Outcomes for children of this age. Children enter the nursery with generally limited personal and social skills. Very few are independent and often appear reliant upon an adult to tell them what to do. The staff are aware of this and plan to develop children's independence. This is illustrated in the well considered nursery activity each morning where children find a postcard with their name on which they then place in a post-box to register their attendance. Many children simply wait for an accompanying adult to do this for them. Whilst some children can share equipment quite well initially few are able to take turns except with adult support. The vast majority of children enjoy adult attention and often call out for adults to watch what they are doing. However, some struggle to carry out instructions as seen when asked not to jump from chairs in the nursery.

76 In reception children are often keen to share their ideas but many struggle to understand the convention of putting up their hands and simply call out what they think. Most children under five are keen and enthusiastic to attend school and are friendly towards other children and adults. At the beginning of the day children settle happily and often confidently to the tasks available. Most children make good progress in this area of learning, where teaching is generally good. Staff value the contribution children make, using praise and encouragement well. There is evident enjoyment and relationships are good.

77 The attainment of children on entry to the nursery is well below average and for several children this is poor. Whilst children make sound progress in the nursery and good progress in the reception class the attainment of the majority of children by the age of five is often well below that usually seen. Teaching in this area is satisfactory in the nursery and good in the reception class. The teacher in the nursery misses opportunities when working with children to use specific questions to encourage children to develop their vocabulary. Similarly opportunities are missed to develop early writing skills in copying over or from simple words or children's names.

78 Children's skills in speaking are often very limited. When they enter the school few children are able to speak in detailed sentences and many speak only in short phrases, which are often ungrammatical. Children often say 'me want', 'what dat' or other similar phrases. Several children speak very indistinctly and some children say very little. Their listening skills are usually slightly better and most children can understand what is said to them and many respond appropriately. All children enjoy listening to stories and many join in parts of familiar songs and rhymes. There are some opportunities to join in role-play activities but these are very restricted in nature and with very limited use made of role-play clothing. No opportunities for role-play received adult support during the periods of observation with little development of imaginative language in such activity. In reception the speaking and listening skills of children are more developed and there are more opportunities to take part in question and answer activities and in plenary sessions where children discuss what they have done.

79 In the nursery a small number of children enjoy looking at books which they share happily with their friends. Most children treat books quite well. Some children understand that the words in books tell them the story but are not able to identify any words. Some of the older children in nursery are able to retell familiar stories from the pictures they see. In the reception class a small number of children have begun to identify a small range of simple words. Children in the reception class enjoy whole class reading activities as part of literacy activities and many are keen to join in familiar refrains and identify rhyming words. Several recognise initial letters and some have developed strategies to work out what words say. Children in the nursery are encouraged to take story books home and children in reception can choose to take home reading books and story books.

80 Children in the nursery have very limited early skills in writing. While several choose to use mark making materials few can write their own name and many cannot write the first letter. Not all children hold a pencil correctly and their colouring is often untidy. When making a Christmas card with the nursery teacher none of the children observed could write anything other than random marks on the card. In the reception class many children have made good progress in the development of early writing, most can copy accurately and some children are able to write simple words unaided.

84 Mathematics

81 When children enter the school their knowledge and understanding of mathematics is well below average. Whilst many children make good progress in counting in the nursery and most make good progress in the reception class, at the age of five the majority of children have understanding that is well below that usually seen. Mathematical skills are effectively promoted through a variety of activities. In nursery a small number of older children are able to make repeating patterns by threading bobbins onto a lace. A very small number of these children are able to count animals on a number jigsaw and match these with the numerals to ten. The majority of children however, have little or no recognition of numbers and many cannot count accurately to five. Children enjoy taking part in number and counting rhymes. In mathematics the quality of teaching and the progress made by children in the nursery are satisfactory.

82 In the reception class the quality of teaching is good, as is the progress that children make. Most children are able to count to ten and back. A small number of higher attaining children can identify the number before or after a given number but most struggle to identify one more or less than a number. When using a 'feely bag' several children cannot recognise the shape of numerals. When playing a dice game some higher attaining children understand that if they roll a three they have to give away three 'nice things' and can count how many remain.

86 Knowledge and understanding of the world

83 On entry to the school the children's knowledge and understanding of the world is well below average and that of many children is poor. The quality of teaching in the nursery and in the reception class in this area is good and the progress that many children make is good. However, at the age of five the knowledge and understanding of the world of many children is very narrow and usually well below that usually seen. Some younger children have little recognition of what they see in books. With one child describing a picture of an elephant as 'a quack quack'. Topics successfully broaden the children's experiences. Children in the nursery are learning about light and enjoy using 'the light cupboard', where they enter a curtained area and experiment with light by placing a range of materials on an overhead projector and find out what happens to the image this creates. However, few know where light comes from or can explain what happens to the items they place on the light source. Children's knowledge of their own environment is limited and many have no knowledge of where they live or of their personal history. The computer was not seen in use in the nursery although recent work indicates that some has taken place.

84 Children in the reception class have recently taken part in a topic where they have learnt about fruit and vegetables. They have also found out how to make a bulb light up to provide a light for an owl in the dark. These children also make use of classroom computers and understand how to use the mouse to click on a picture when counting items on the screen. When working with an adult children control a programmable toy on a special route to Father Christmas, so that by the end of the activity they can make the toy move backwards and forwards and to turn.

85 Teaching in this area is good, as is the progress that children make. Whilst there are areas of skill that are more developed than others the level of attainment overall at the age of five is below that usually seen. The gross motor skills of many children are quite well developed and are in line with what is expected of children of this age. Many children enjoy using the outdoor play equipment. Almost all run in and out of equipment and can run after their friends with speed and accuracy in turning. Most children can pedal a tricycle with some children being able to do this at speed, whilst following the painted road markings around the nursery yard. Children use the climbing equipment and seesaw carefully. However, the fine motor skills of many children are very limited. Very few children in nursery hold and use a pencil or crayon with much accuracy. Whilst some hold a paintbrush appropriately they are often unable to control it sufficiently to produce recognisable images. Some children hold scissors appropriately but very few cut around a simple outline with accuracy. Whilst some older children are able to use jigsaws and construction kits many younger ones do not have sufficient physical control to do this well. When using soft modelling material the teacher has to show children how to cut, roll and shape this.

86 The physical skills of children in the reception class are generally well developed in gross motor skills but again less well developed in fine motor skills. In a very good dance activity the children copy warm up stretches and controlled movements well. All can use arm, leg and head movements to a drum prompt. They make quick shaking and wobbling movements in response to a tambourine and show a good awareness of space when moving around each other in the hall.

90 Creative development

87 When children enter the school their levels of attainment are below those usually seen. Teaching in this area is satisfactory in the nursery and children make sound progress. Teaching in the reception class is generally good and children make good progress. However, the attainment of many children at the age of five is below what is expected.

88 In the nursery class children have continual access to painting materials, though these were rarely seen in use. However, children were observed enjoying an activity where they decorated a pre-drawn Christmas tree with crayons, glitter, sequins and tinsel. Whilst the children enjoyed this activity, and the ensuing discussion with staff, more of the materials ended on the floor than the card with many of the cards being very messy. Whilst children's work is displayed around the nursery the displays are less vibrant and stimulating than is often seen and do little to enhance the quality of children's work.

89 In the reception class children take part in a range of creative activities. They mix shades of paint to paint each petal of a flower in shades of one colour. They stick a range of materials onto pre-drawn animal shapes. The display of work considerably enhances the children's achievements and raises their self-esteem.

90 Overall, the teaching of the under fives is good. In the lessons seen 75 per cent of teaching in the nursery is good and the rest is satisfactory. In all activities taught by the support staff the quality of teaching was good. In the reception class almost 80 per cent of teaching is good and with approximately 10 per cent of teaching being very good, with the remainder being satisfactory. Good teaching is having an impact upon the standards of attainment and the good progress made by children, particularly in the reception class. Staff know the children well and have good relationships with the children. In the reception class good use is made of humour to interest and motivate the children. Staff provide a positive ethos with a caring environment. Both teachers and support staff encourage and value the children's efforts. Strengths in the teaching are in the good management of the children. There is thorough planning of activities, which are well balanced to provide an appropriate range. Organisation is smooth, with staff working well together to ensure children are continuously involved in activities. In the reception class good use is made of questions to prompt children to develop their descriptive

language.

ENGLISH, MATHEMATICS AND SCIENCE

English

- 91 The results of national tests in 1999 at the end of Key Stage 1 in reading and writing and teacher assessments in speaking and listening show the proportion of pupils achieving the expected level and above was well below the national average. The number of pupils achieving the higher level was well below the national average. Compared with schools that have pupils from a similar background, results are well below average. At the end of Key Stage 2, the proportion of pupils who achieved the expected level and above was well below the national average. The number of pupils who achieved higher than the expected level was below. Compared to schools who have pupils from a similar background the results are above average. In Key Stage 1 and 2 results are consistently below the national average but trends over time show a steady improvement. At the end of Key Stage 1 in 1999 there was a drop in the results because there was a larger than normal group of pupils with special educational needs in this year group. At the end of Key Stage 2, there was a fall in the proportion of pupils achieving the expected level in 1998 and further analysis shows this was due to a fall in attainment for boys. The 1999 results indicate a further overall improvement in Key Stage 2. Inspection evidence supports this. During the inspection attainment was found to be below national expectations at the end of both key stages which is nevertheless an improvement on previous years' results.
- 92 The previous report found that standards were satisfactory throughout the school and there were no significant weaknesses. In literacy, most pupils make good progress in speaking and listening and reading and overall, satisfactory progress in writing. However, opportunities for free and creative writing are limited in Years 2, 3 and 4. The school is aware of this and has plans to improve this situation. In Key Stage 2, progress in imaginative and extended writing for the lower attaining pupils is hindered by the lack of effective vocabulary. There is a large proportion of lower attaining pupils in Key Stage 2 and although most develop their reading skills to a reasonable level of fluency and understanding they do not have satisfactory levels in the skills of picking out and summarising information from reference books. These pupils do not further their understanding of fiction material by making use of the context and vocabulary to infer and deduce.
- 93 Standards in speaking are below national expectations, but standards in listening are at the expected level by the end of both key stages. Pupils listen attentively and they answer questions in ways that show they understand what has been discussed and what they have been asked. Overall, lower attaining pupils have limited vocabulary and do not always realise the different approaches needed to speak to different audiences or about different subjects. For example, in the plenary part of a Year 6 literacy lesson, pupils read out their autobiographical work in such a way that it was difficult to hear them clearly and they made little impact on the audience. They read clearly directly from their reading books but in other class situations they generally lack confidence and clarity, finding it difficult to express opinions about their work.
- 94 In reading, by the end of Key Stage 1, attainment is below the level expected. Many pupils read with reasonable fluency and accuracy and a minority read with good expression. High attaining and middle attaining pupils recognise a significant number of words that are used frequently in the English language. The majority of pupils recognise the letters of the alphabet and try to work out new and unknown words by sounding out and building up. However, only a minority of pupils has other strategies by which to work out unknown words. A small number of average and lower attaining pupils substitute their own language for words they do not know. Higher attaining and average attaining pupils are beginning to read with expression; they show a reasonably good understanding of what they read. By the end of Key Stage 2, attainment remains below that expected. The main reason for this low attainment is insufficient advanced reading skills of scanning and skimming for many pupils, particularly the large number of lower attaining pupils. Many pupils read reasonably fluently. The majority correct themselves when they make mistakes and higher attaining pupils discuss plot and characters with appropriate depth of perception. When reading fiction, the vast majority of lower attaining pupils are weak at deriving meaning from text by using inference and deduction. Pupils have the basic library skills for locating non-fiction books using a classification system and understand and can apply the use of indices and glossaries.

However, the lower attaining pupils' skills in quickly picking out and summarising the main information points are insecure. This has an adverse effect on their research work in other subjects such as history and geography.

- 95 By the end of both key stages, attainment in writing is below that expected for pupils of this age. By the end of Key Stage 1, higher and average attaining pupils are sequencing sentences well. They construct full sentences that are grammatically correct and a good number of pupils are developing the use of capital letters and full stops in the correct places. Pupils in both key stages write for a range of purposes. However, in Key Stage 1, their written work tends to be very simple in structure. Lower attaining pupils' written ideas contain little adventurous choice of words. Higher attaining pupils write pieces of work that are a little longer. By the end of Key Stage 2, attainment in writing remains below average. The majority of pupils use more complex punctuation; higher and average attaining pupils are beginning to use paragraphs. However, lower attaining pupils' ideas are not always expressed in an interesting way and vocabulary is often unimaginative or ineffective. Handwriting and presentation by the end of Key Stage 1 is very variable dependent on pupils' attainment but by the end of Key Stage 2 they make good attempts at writing cursively using ink. Higher attaining pupils attain a good standard. Spelling by the end of both key stages is weak for lower attaining pupils.
- 96 In Key Stage 1, progress in developing skills of reading and speaking and listening is good and in developing writing progress is satisfactory. Working from a low baseline, many pupils increase their ability to read simple stories, to spell simple words and to write short pieces of work. They listen well and answer coherently. Pupils' handwriting is satisfactory in handwriting lessons but they find it difficult to apply this skill in other lessons. Handwriting and presentation develop at a better rate when a more structured approach is followed and when teachers give definite guidelines as to how to arrange their written work. Pupils make satisfactory progress in spelling and higher and average attaining pupils can spell many words that are used frequently. When pupils do not know how to spell a word many of them make good phonetic attempts or use the system of using spelling cards or dictionaries.
- 97 Previous sound work is built upon, and progress in Key Stage 2 closely follows that of Key Stage 1. Progress in reading and speaking and listening is good and in writing is satisfactory. Lower attaining pupils do not have the more advanced reading skills to a satisfactory standard. They become more fluent writers but lack the more advanced skills of using language imaginatively and effectively for specific purposes and with precision. They become competent in the basic skills of finding library books and using reference sections but their progress is hindered by insufficient opportunities to use the library itself. The school has plans to improve this through the use of timetabled sessions. The development of these skills is aided in work in other subjects such as religious education, science, history and geography. Pupils with special educational needs make good progress at both key stages. Very often their attainment is well below average but their progress is good in relation to the targets contained within their individual educational plans or in relation to their peers. Their progress is well supported by the school's understanding of their needs.
- 98 Pupils show good attitudes to learning overall. The vast majority of pupils listen attentively, showing interest and eager to answer questions. Most settle to their work quickly and concentrate well. Behaviour in lessons is rarely less than satisfactory and mostly it is good. There are a few pockets of less satisfactory behaviour but this is dealt with effectively in accordance with the school's behaviour policy. Pupils treat books and equipment carefully. They work well together in pairs or small groups, sharing ideas and helping each other.
- 99 The quality of teaching is good. In the lessons seen the teaching was always at least satisfactory and was good in 50 percent of lessons in Key Stage 1 and good in 55 per cent in Key Stage 2. The school was a pilot school for the Literacy Strategy two years ago and as a result the strategy has been well implemented and staff are very secure and confident in its use. They use the component parts of the Literacy Strategy well, particularly the text and word level parts and the plenary. The implementation of the strategy has had a very positive effect on pupils' progress. Teachers have high expectations of behaviour and work and as a result pupils in Key Stage 1 talk knowledgeably about phonemes and Key Stage 2 pupils talk about the shape of poetry. In the best lessons teaching is confident, energetic, lively and imaginative. For example in a Year 1 lesson, the teacher used a puppet to teach sounds such as 'sh' and 'th', ensuring pupils' interest was such that they had a better chance of remembering what they had been taught. One group then used finger type puppets to learn about vowel sounds. In a Year 5 lesson on concrete poems, the teacher was determined keep the lesson moving and the level of rigour

and challenge made the lesson move at a good speed, keeping pupils working hard throughout. Good questioning nearly always helps pupils to recall previous knowledge. However, many pupils find it difficult to retain knowledge and in less effective teaching this previous knowledge is not referred to sufficiently well enough. In a Year 6 lesson, pupils had great difficulty remembering work, previously done in October, on the active and passive voices. In all lessons teachers make pupils aware of the purposes of the lesson. They also extend pupils' verbal vocabulary at every opportunity. For example, in a Year 4 lesson on verb tense and on instructions, pupils' vocabulary was extended when they were asked what could be done with felt and glue. Teachers offer good support and advice during lessons and use their time effectively monitoring pupils as they work. Marking of pupils' work is of a good quality offering both encouragement and pointers for improvement. Teachers manage pupils' behaviour well. Relationships are good and as a result pupils go about their work willingly.

100 The subject meets the requirements of the National Curriculum. Teachers are aware of the opportunities that other subjects present to develop skills in literacy and use them purposefully for example in geography, history and religious education. The co-ordinator has ably supported the staff through the adoption of the Literacy Strategy and during the two years carried out a thorough monitoring of planning. At present she offers strong effective leadership. The headteacher has monitored the teaching in lessons. In addition to the Literacy Strategy there are guidelines in other aspects. There is a good scheme of work for teaching spelling in Key Stage 2 but this is less well developed in Key Stage 1. There are commercial handwriting styles to guide teachers in both key stages. Assessment procedures are satisfactory and information gained is used to help teachers in their planning. Resources are satisfactory overall for the teaching of literacy in lessons. The supply and quality of big books is good. Both libraries are attractively arranged and set out. However, a small number of both fiction and non-fiction books in these libraries are old and unattractive. The libraries are under-used which limits opportunities to actively promote a culture of a love of reading. The capacity for improvement in English is good. Pupils' literacy skills at the end of both key stages are below expected levels.

Mathematics

101 The results of national tests and of teacher assessments at the end of Key Stage 1 in 1999 indicate that levels of attainment in mathematics were well below both the national average and well below the average for similar schools. Only 52 per cent of pupils achieved the expected Level 2. No pupils achieved Level 3. However, in that particular group of pupils there was a much higher than average number of pupils with special educational needs and the school exceeded its own targets for raising standards. Taken over the last three years, attainment at the end of Key Stage 1 shows an improving trend. Girls perform better than boys at the end of this key stage. This is reflected in the levels of special needs, which are higher in boys. The 1999 test and assessment results at the end of Key Stage 2 show that pupils' performance was well below the national average but in line with the average when compared to that of similar schools. The percentage of pupils achieving National Curriculum Level 4 or better was 54 per cent which was well below the national average. Eleven per cent achieved Level 5 or better, which was well below the national average. Taken over the last three years, attainment at the end of Key Stage 2 shows an improving trend. There was a significant rise in 1998 to just below the national average. In 1999 the rise in attainment was not so marked whereas the national average rose considerably. The school, therefore, fell back to well below national averages. However, in that particular group of pupils, over a third joined the school after reception class and had not gone through both key stages. Boys and girls perform equally well at the end of this key stage.

102 Inspection findings show that pupils' attainment is improving but remains below average for their age at the end of both key stages. No significant difference was noted in the attainments of girls and boys. The school has put considerable effort into improving curriculum provision and the quality of teaching through the introduction of the National Numeracy Strategy and this is beginning to show good results. All pupils are making headway in improving their performance, especially in numeracy and mental mathematics. The rate of pupils' progress has improved from satisfactory to good in both key stages. There is now the capacity for further improvement.

- 103 By the end of Key Stage 1, many pupils know addition and subtraction facts to 20 and use them to solve simple numerical problems. Higher attaining pupils work with larger numbers and have a sound understanding of tens and units. They count accurately in twos, fives and tens. Lower attaining pupils and those with special educational needs add and subtract small numbers and use objects to help them to count. Most pupils sort and order coins up to 50p and organise shopping activities, working accurately to give change. Most pupils identify common two and three-dimensional shapes and describe them using terms such as *edge* and *corner*. They know how to calculate a half of the area of a square or a rectangle. Most pupils have an understanding of simple measurement and higher attaining pupils use rulers accurately when measuring to 20 centimetres. All pupils collect information and record it in block graphs and pictograms.
- 104 By the end of Key Stage 2, pupils work with large numbers and are reasonably accurate with mental calculations. Many use their understanding of place value to multiply whole numbers by ten or by a hundred. Higher attaining pupils extend this to include decimal numbers. However, a significant minority of pupils do not have rapid recall of multiplication facts except in the two, five and ten times tables. This results in work taking too long to complete. Most pupils have a sound understanding of mathematical relationships. They understand factors and prime numbers and identify a prime number by its lack of factors other than itself and one. Most pupils express simple percentages as fractions and calculate the new price of an article with a ten per cent discount. In their work on shape, most pupils identify isosceles and equilateral triangles and find the perimeter of simple shapes. Pupils use tables, graphs and charts to represent information appropriately and most find the mode and mean of a set of data.
- 105 Pupils make good progress in both key stages. The school now gives prominence to mental arithmetic and progress in this area is particularly strong. Throughout the school, pupils improve mental recall of number facts and develop a range of strategies for working out problems in their heads. Although they learn appropriate mathematical language, most lower attaining pupils are not confident in using it to help them explain how they have worked out problems mentally. Teachers set tasks that ensure pupils consolidate learning and acquire new skills in a logical progression. From early skills in counting in the reception class, pupils expand their understanding of place value to include working to two decimal places by the time they are in Year 6. They apply their knowledge of number operations to solve problems of number, money and measurement. They move from presenting data as picture graphs in Key Stage 1 to more complex recording of information such as frequency tables and bar charts at the end of Key Stage 2. Pupils with special educational needs make good progress and attain levels, which are appropriate to their earlier learning. Work is matched to their ability and they receive effective help in class from teachers and support staff.
- 106 Pupils use their skills of numeracy effectively in other subjects. In science, they record the results of experiments as charts and graphs. In history, pupils gain a sense of the passage of time by referring to time lines. Pupils in Year 4 used their measuring skills in design and technology when making a *pop-up* book. Pupils use their skills in information technology to record and display data collected in surveys in a range of formats.
- 107 Pupils' attitudes to mathematics are good throughout the school. They generally enjoy mathematics and are interested in their work. They are particularly keen to take part at the start of each lesson, in the mental activities which, although challenging, are yet seen as fun. Most pupils work well independently of the teacher, often sharing findings with other pupils. They listen carefully to what others have to say and engage in sensible discussions about their work. This was particularly evident during a discussion between a group of Year 6 pupils as to whether a square shown standing on one of its corners was a rhombus. Most pupils behave well in lessons and co-operate willingly with the teacher and other pupils.
- 108 The quality of teaching is good in both key stages. In Key Stage 1 the teaching was always at least satisfactory and was good in 75 per cent of the lessons. In Key Stage 2, teaching was always at least satisfactory, good in 45 per cent of lessons and very good in 22 per cent of lessons. Since the previous inspection, teachers in both key stages have raised expectations of what pupils can achieve. This is partly due to the National Numeracy Strategy and has resulted in work that is more challenging, and the school setting ambitious targets for

achievement for pupils in Years 2 and 6. All teachers have introduced the National Numeracy Strategy very positively and this is making a significant impact on the pupils' progress. Teachers plan their lessons carefully and follow the guidance in the National Numeracy Strategy. Learning objectives are clear and care is taken to ensure that pupils work at their appropriate level. Teachers have a good knowledge of mathematics. This is evident in their clear explanations of the work and the good use of examples and practical demonstrations. They place a strong emphasis on skills and understanding in numeracy and encourage pupils to develop their own strategies for overcoming difficulties from an early age. Most teachers are good at marking pupils' work and their day-to-day assessment of what pupils can do is accurate. Teachers evaluate lessons and record pupils' progress carefully. They set appropriate homework and this makes a positive contribution to pupils' progress.

109 The management of the subject is good. With the introduction of the National Numeracy Strategy, mathematics has been a main priority for development. All requirements of the National Curriculum are met. The two coordinators are experienced teachers. They have a good understanding of their role and supported colleagues effectively during the implementation of the National Numeracy Strategy. They prepare a coherent yearly action plan linked to the school's annual development plan. The planning and teaching of mathematics are monitored and this has contributed to the raising of standards both of attainment and the quality of teaching. An analysis of the results of national tests is made to highlight pupils' strengths and weaknesses and this information is used to inform planning. The provision of resources is sound. They are well organised and easily accessible. The standard pupils achieve in numeracy is below the expected level at the end of both key stages.

Science

110 At the end of Key Stage 1 in 1999 teacher assessments indicate the majority of pupils achieved levels of attainment which were below national expectations, with none achieving higher. The school performed well below both the national average and the average for similar schools. At the end of Key Stage 2 in 1999 74 per cent of pupils reached national expectations in the National Curriculum tests, with 20 per cent of these achieving higher scores. Their results were just below the national average and were above those for similar schools. Over the past four years results show a trend upwards at both key stages. There are no significant differences in attainment between pupils of different gender or ethnic background. Evidence gathered during the inspection shows that attainment at the end of Key Stage 2 is now generally in line with the national average. Standards have improved at the end of Key Stage 1 although attainment is still below the national average. The good progress made in both key stages is due to the predominantly good teaching seen and the good use made of the national Qualifications and Curriculum Authority's [QCA] scheme of work which was introduced in 1998. There were no significant issues highlighted in the previous report and standards have been maintained.

111 Pupils' attainment at the end of Key Stage 1 is average. Pupils enter school with limited knowledge and understanding of the world around them. They are beginning to acquire the scientific skills of observation, sorting and classifying, prediction and testing. They are most secure in their knowledge and understanding of humans, plants and animals. Most know the parts of the body and can talk about healthy and unhealthy food. They know the habitats of some animals. Pupils are less secure in their knowledge of common materials and in learning about the physical phenomena such as light and sound.

112 By the end of Key Stage 2 the majority of pupils in Year 6 have acquired knowledge and understanding at expected levels for their age with some at a higher level. Pupils are most secure in their understanding of the biological components of science. From the scrutiny of work it can be seen that science skills are developed across the school in all year groups. By Year 6 pupils can formulate their own hypotheses and turn them into investigations; using a planning format they plan fair tests, knowing which variables to change or control. They show less confidence in carrying out tests fairly and accurately; this may in part be due to the arrangement of units of work that has meant that pupils have experienced little investigative work since early last term. Progress in knowledge and understanding can be seen across the school as topics are revisited in greater depth. Pupils with special needs make good progress towards the targets set in their individual plans because of effective support in class. The needs of higher attaining pupils are met by open-ended investigations which offer

them challenge and by the opportunities provided in Key Stage 2 for them to carry out their own research.

- 113 Good progress is made in Key Stage 1. Year 1 pupils begin to develop an understanding that light is needed to see objects when they try to establish the contents of a closed box by looking through a peephole without and then with a torch. Year 2 pupils find out what happens to foodstuffs when they are frozen. They are encouraged to predict what might happen first. Some higher attaining pupils can base their predictions on their own everyday experiences of freezing water or milk. Pupils in both year groups are beginning to use the appropriate vocabulary to explain what they see although for most pupils this is still limited.
- 114 Pupils make good progress in Key Stage 2. Year 3 pupils know about the properties of different materials from the investigations they have carried out. Most pupils have a simple understanding of why a test needs to be fair and how to try to ensure this. They can predict which paper might be the most absorbent based on previous knowledge. In a year 4 class all pupils know the components needed to make a complete electrical circuit and can carry out an investigation to find out what changes the brightness of bulb. Higher attaining pupils show good understanding of the terms insulator and conductor. The majority of pupils in Year 5 show some understanding of the life cycle of a flowering plant, including knowledge of the terms, pollination fertilisation and seed dispersal. Some pupils can explain the function of parts such as the stamen or stigma. In Year 6 the majority of pupils formulate hypotheses when they identify factors which may affect the speed of solids dissolving in water. Higher attaining pupils identify the amount of water or solid, and the size of particles, as possible factors.
- 115 Pupils' attitudes to their work are almost always good and have a positive effect on their progress. They are particularly enthusiastic about first hand experiences and respond well to the opportunities given to carry out their own investigations. This was seen particularly in a Year 3 class where pupils were able to investigate independently in small groups. They shared responsibilities and carried out their tests sensibly and carefully. Pupils show increasing responsibility for their own learning as they progress through school. Year 5 pupils increase their knowledge of plants by carrying out their own research.
- 116 The quality of teaching is good. In the lessons seen the teaching was always at least satisfactory, being good in over 60 percent of lessons in Key Stage 1 and in all lessons in Key Stage 2. This is an improvement since the last inspection and has had a positive impact on the progress which pupils make. Teachers plan well using the new scheme so that what pupils are intended to learn is made clear in each lesson. In the one lesson that was satisfactory the learning objectives were not specific and the focus of the lesson was unclear. In good lessons the teacher builds on pupils' previous knowledge and understanding and extends it by effective questioning to challenge pupils' thinking. In a Year 3 lesson good teaching enabled pupils to make clear progress in developing science skills. A deliberate 'unfair' test the previous week enabled pupils to recognise the importance of testing fairly. By discussion a clear structure of how to plan a fair test was built up, enabling pupils to carry out the investigation carefully and confidently in small groups. Teachers prepare resources efficiently and classes are well managed with good support given whilst pupils work. Plenary sessions are effectively used to share findings and to clarify and consolidate teaching points. Pupils' work is marked consistently throughout the school with encouraging and questioning comments. Teachers in Key Stage 1 effectively record in pupils' books what pupils know and can do after some activities. There is an over-emphasis on pupils' personal recording of each activity in Key Stage 1, often the copying of whole class recording from the board. Whilst some recording is appropriate some of the time could be better spent in providing more first hand experiences to consolidate and reinforce learning. The skills of literacy and numeracy are effectively developed in science lessons. Pupils are encouraged to discuss their ideas and findings. Teachers emphasise the use of correct scientific language. From Year 4 pupils use books and CD ROMs to research for relevant information. Numeracy is used effectively to sort, classify and measure and to present and interpret data. Information technology is used in some classes to present data as well as for research purposes.
- 117 The new scheme of work is thorough and ensures that there is progression and continuity between year groups ensuring statutory requirements are met. The division of units of work has meant that there are sometimes long periods between topics where pupils carry out full investigations. However, there is a clear assessment format and this is consistently used at the end of each activity to ensure that future planning builds on existing knowledge and understanding. Assessment tests are often used at the end of topics to identify areas of weakness.

118 Science is well led and managed. The coordinator is ensuring that the QCA scheme of work and assessment is being implemented in order to raise standards. Her role involves the monitoring of planning files and pupils' work, and giving feedback to staff. Resources are sound and have recently been audited and replenished to support the scheme. Targets for this year include analysing end of key stage results to identify areas for improvement. The tracking of pupils from the end of Key Stage 1 has just begun in science and targets are set and monitored for each pupil. Good use is made of visits to support learning, particularly to the Manchester Museum of Science and Industry.

OTHER SUBJECTS OR COURSES

Information technology

119 By the end of both key stages, pupils' attainment is in line with national expectations and they make good progress. The school has recently invested heavily in resources and support and training for staff. This has improved the quality of teaching and ensured the quality of work highlighted in the last report has been maintained.

120 By the end of Key Stage 1, pupils use keyboard and mouse to control programs. They know how to use menus on familiar software to create pictures and text. They use command keys including delete, arrows, return and space bar as they draft directly onto the computer. Most pupils change font size and save and retrieve their work. They collect information to produce graphs about pupils' hair or eye colour and make simple interpretations from the graphs. Most pupils successfully program a robotic toy to move forward or backward a set distance across the floor.

121 By the end of Key Stage 2, most pupils are confident in their understanding of the facilities of computers and know how to use the tool bar, the meaning of icons and how to load, save and print their work. They change the style and colour of their writing to edit their work on the screen until they are satisfied. Most pupils accurately enter data and use the computer to illustrate the results of surveys as charts and graphs. When using programs that simulate movement across the screen they confidently make turns and control distance, making adjustments when necessary. Pupils use CD ROMs effectively in their research in subjects such as science and history. Many pupils have a good understanding of the power of technology in collecting, storing and transmitting data and confidently use the Internet and interrogate web sites to gather information for their topics in other areas of the curriculum. They use e-mail to send messages to a school in Cheshire.

122 Pupils make good progress in both key stages. From an early understanding in reception classes that the mouse controls movement on the screen, pupils quickly learn to manipulate familiar programs. They improve their skills in computer capability through practice and structured exploration. Following the school's involvement with the BECTA project involving the use of *Dreamwriter* personal computers for pupils in Key Stage 1, progress in word processing skills is particularly strong. In Key Stage 2, pupils build on the skills gained in Key Stage 1 and apply them to learning in other subjects. Pupils in Year 3 use their word processing skills to draft and edit their research into the lifestyle of the Ancient Egyptians. Pupils in Year 4 use data handling software to input the results of traffic surveys of the area and use the Internet to investigate the story of Henry VIII and his six wives. Pupils in Year 5 use a CD ROM to find information about seed dispersal for their work in science while pupils in Year 6 incorporate photographs taken with the school's digital camera into their account of their drama production of William Shakespeare's 'Macbeth'.

123 Pupils with special educational needs make good progress in relation to prior attainment at both key stages as a result of the one-to-one attention they receive from teachers or support staff in many lessons.

- 124 Pupils show considerable enthusiasm for work in information technology. They are eager to learn more about computers and to investigate new aspects of the subject. They are well behaved, listen carefully to instructions and, when given opportunities to work independently, concentrate well on tasks. They co-operate well with partners and provide mutual support when this is necessary. They are keen to talk about computers and show off their skills. They take a pride in the quality of their finished work.
- 125 During the inspection, only two information technology lessons were observed at Key Stage 1 and only one at Key Stage 2. There is sufficient evidence, however, from discussions with pupils and looking at their work to indicate that teaching is good at both key stages. Teachers' planning is good and follows the guidelines set out in the Quality and Curriculum Authority's scheme. Learning objectives are clear and ensure that pupils build effectively on their previous learning. Teachers are confident with the software they are using and have a good knowledge of its capabilities. Clear explanations and good questioning skills ensure that pupils understand the tasks and make good progress. Teachers' enthusiasm helps to motivate pupils.
- 126 The subject is well led by the coordinator who has the expertise and commitment to take the school forward. She has given effective support to colleagues during the recent introduction of new computers and software. She has produced a coherent action plan, which places the school in a good position to develop the subject, and has raised awareness of the use of information technology in different subjects of the curriculum. Although the portfolio of examples of pupils' work provides a useful record of what pupils can do and what has been taught, comprehensive procedures for assessment are not fully in place. This is recognised by the coordinator as an area for development. Resources for the subject are good overall and enhance pupils' learning, although the school needs to improve its range of control and sensory equipment to provide more challenge for pupils at the end of Key Stage 2. The subject makes a positive contribution to the teaching of literacy and numeracy

Religious education

- 127 Standards in religious education have improved since the last inspection particularly in Key Stage 2 where pupils under-achieved. Attainment at the end of both key stages is now in line with the expectations of the Locally Agreed Syllabus and fully meets with the requirements of the scheme. By the end of Key Stage 1, pupils gain sound early knowledge of Christianity. They know the Christmas story and are aware of the meaning of some symbols of Christian worship and the purpose of Christian festivals. They are beginning to gain a knowledge of Islam. They know that the mosque is a place of worship and that Muslims wash before praying as a sign of respect for God. They explore issues of responsibility such as the importance of keeping promises and learn of the value of care provided by their families.
- 128 By the end of Key Stage 2, pupils have explored the main beliefs, festivals and celebrations of Christianity in some depth both in lessons and assemblies. They study the lives of saints such as St Paul and reflect upon how his beliefs changed after his conversion to Christianity following a vision on the road to Damascus. Most pupils have a sound understanding of the beliefs, traditions and lifestyles of religions such as Sikhism and Judaism. They understand that all religions have special places for prayer and different religious ceremonies. Pupils use their literacy skills to write about other religions and retell stories from the Bible.
- 129 Pupils, including those with special educational needs, make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Progress is good when pupils are involved in a practical approach to religious education and when they are encouraged to write their own views on religious topics rather than copy from the teacher's writing. Throughout the school pupils advance from exploring religion at a factual level to responding to it imaginatively. This was particularly so for pupils in Year 4 following a study of Jesus' twelve disciples and the reasons why they were chosen to be His particular friends. They begin to analyse their own feelings concerning friendship and the attributes they look for in a friend. Pupils in Year 6, during their study of Sikhism, and Sikh prayers in particular, show a mature understanding of the Mool Mantar and its significance to Sikhs and draw upon this understanding to compose and write their own thoughtful prayers.

130 Attitudes to learning are good and pupils enjoy their work. Their interest in the religions they study is evident in their readiness to answer questions and join in discussion. They enjoy the activities that involve studying unfamiliar festivals and traditions and try hard to present their work attractively. Most listen attentively to stories in assemblies. During periods of reflection they are quiet and thoughtful. The teaching of the subject enhances pupils' spiritual, moral, social and cultural development.

131 The quality of teaching has improved since the last inspection and is good in Key Stage 1 and sound in Key Stage 2. In Key Stage 1 in almost 70 per cent of the lessons seen the teaching was good and the rest was satisfactory. In Key Stage 2, in the small number of lessons seen the teaching was good in 50 per cent and satisfactory in 50 per cent. Teachers now have a secure knowledge and understanding of the subject. Teachers use the Locally Agreed Syllabus to plan work that is interesting. Individual lessons are well planned with clear learning objectives. They give thoughtful and interesting introductions to lessons and involve everyone in discussions. In the best lessons, perceptive, sensitive questioning draws out pupils' answers and builds upon them. Teachers use a variety of teaching methods, and resources are used well to stimulate interest.

132 Sound progress has been made in the development of the subject since the last inspection. There is now a useful school policy and the acting coordinator has prepared a coherent action plan that places the school in a good position to develop the subject further and to improve pupils' attainment. Assessment procedures are inconsistent and need further development in order to inform planning. Resources for learning are sound. They are used effectively and include a wide range of artefacts from several religions.

136 **Art**

133 There were several weaknesses highlighted in the last report concerned with the underdevelopment of skills in selecting and creating colours in Key Stage 2 and the lack of a coordinator. There is now an effective coordinator who has introduced a detailed scheme of work, and previous concerns have been successfully dealt with. Standards have been maintained and are in line with those that are normally expected for pupils of this age.

134 At both key stages, pupils have the opportunity to use a range of techniques and a variety of media to express their feelings and ideas through observational drawing, painting, printing, models and collage work. They successfully explore the work of other artists for example, Van Gogh and Paul Klee, and try to adopt their style in their own work. The progress pupils make, including pupils with special needs, is good. By the end of Key Stage 1, pupils' skills are at the level expected for pupils of their age. In painting trees, pupils show accuracy and detail and an ability to appreciate line and tone. In Year 2, pupils have successfully experimented with techniques such as colour mixing and collage that are effectively exhibited in displays of 'Christmas candles and Angels'. At Key Stage 2, pupils can record their own experiences with reasonable accuracy and attention to detail. In Year 3, they make effective paper weaving patterns in the style of the Celts. In Year 4, pupils' skills in mixing paint in 'mood patterns' show a good appreciation of tone and shade. Pupils in Year 5 enthusiastically study the work of Morris and can successfully produce patterns in his style. In Year 6, the standards that pupils achieve are at the level expected for pupils of this age. This was evident in colourful three-dimensional landscapes pupils produce using paint and collage in a shoebox. Pupils' show sound skills in observational drawing and good attention is given to detail in their pencil drawings of shoes and bottles. Good knowledge of David Hockney's style is evident in paintings using the theme of storms and sea and sky.

135 The great majority of pupils have good attitudes to art and often display enthusiasm for their lessons. They are attentive and involved, working co-operatively upon a range of themes. Relationships between pupils are good. They appreciate the efforts of other pupils and make positive comments about each other's work. Behaviour is good. Pupils concentrate well on their work and pay good attention when observing works of art. They persevere industriously with their projects and take care, working with a sense of purpose and pride. The teaching of the subject has a positive impact on pupils' spiritual and cultural development.

136 Overall the teaching is good. In the lessons seen the teaching was always at least satisfactory and in 60 per cent of lessons was good. In the good lessons the teacher has good subject knowledge and sets high expectations of pupils. Effective use is made of a good range and quality of visual stimuli and the teacher demonstrates techniques successfully. As pupils work the teacher effectively intervenes, encouraging pupils to think in depth about their work. A good example of this is seen in Year 5 when pupils carefully examined the work of Paul Klee and other artists and successfully developed their own ideas creating 'Fantasy Animals'. In other good lessons, pupils are given the freedom to choose appropriate media for their work and decide which technique they would like to use. Teachers organise lessons well, making good use of all the space available. Careful planning ensures that pupils have opportunities to work in two and three dimensions. Pupils respond well to the relaxed atmosphere that is created, working well using the resources with care. An example of this was seen in Year 6 when pupils used previously learned techniques to produce three-dimensional models of a storm at sea in a shoebox. Displays of artwork throughout the school are good; pupils from Year 1 to Year 6 have produced work of sound quality. Pupils' skills in literacy and numeracy are used appropriately in the subject for example, in researching the life of various artists. There is a satisfactory scheme of work and adequate levels of resources. The subject is effectively managed but assessment and recording procedures are inconsistent across the school. An example of good assessment was seen in Year 1 where pupils' work was assessed based on the learning objectives identified by the teacher in the topic covered.

Design and technology

137 During the inspection it was only possible to observe design and technology lessons in Key Stage 2. From discussions with staff and a scrutiny of completed work and photographs, pupils in Key Stage 1 make satisfactory progress as they work with a range of materials, develop appropriate skills and attempt tasks which offer a satisfactory challenge. Standards in both key stages have been maintained since the previous inspection and are broadly in line with the level expected for pupils of this age.

138 Year 1 pupils have been working in food technology. They have found out about healthy and unhealthy foods, linked to science work. They have prepared and tested salads, paying close attention to hygiene and to presentation. Pupils in Year 2 investigated models of cars to look at the different components before focusing on axles and wheels. They made models with fixed wheels before investigating different ways of fixing wheels to an axle.

139 At Key Stage 2 pupils continue to make satisfactory progress, working with a range of materials and tools. Pupils in Year 3 have investigated ways to strengthen card and to increase stability as they make freestanding photograph frames. They can use tools safely and successfully to join materials. Year 4 pupils have been able to follow instructions to make cards with layer, wheel and mouth mechanisms and have then used their knowledge to design and make their own good quality pop-up books. After examining a range of musical instruments and combining materials to investigate the sounds they make, Year 5 pupils have made their own instruments. Some Year 6 pupils work to a high standard as they produce fairground models using motors for movement. Most pupils use woodworking tools safely and accurately. Appropriate measuring skills and joining techniques have been used to make the basic structures although some have been spoilt by poor joining techniques for the drive shafts. They can discuss how and why they have made changes to their models. In all year groups pupils are able to evaluate their work and suggest improvements.

140 Pupils' attitudes to their work are generally good. They usually show good concentration and perseverance. Pupils in Year 6 were engrossed in their tasks, particularly in testing and refining the movement. They worked independently of the teacher, sometimes consulting each other for advice and support.

141 It was not possible to judge the quality of teaching in Key Stage 1 but the teaching in Key Stage 2 is satisfactory. In the lessons seen all the teaching was satisfactory. In these lessons there is some good use of questioning to allow pupils to clarify their ideas. Teachers give sound guidance and support as pupils work. Resources are generally well organised and easily accessible. The lack of a common or similar design sheet leads to a variation between classes in expectations of what should be recorded. This is a weakness and the quality of pupils' design sheets does not improve over the key stage. Teacher expectations of the quality of finished products also vary between classes. Teachers use technology to develop literacy skills. Pupils are encouraged to talk through their ideas before beginning work. Design sheets are used in both key stages and older pupils produce a written evaluation of their work. Teachers pay attention to developing accurate measuring skills.

142 The school uses a national scheme of work that clearly identifies activities that provide opportunities to investigate products and those that will progressively develop skills. At present assessment is not used consistently throughout school to build up a record of what each pupil can do and to ensure that skills are developed systematically and this is a weakness. There are adequate resources and tools are stored safely in classrooms and centrally. There is a new kitchen provided for food technology to ensure that food is prepared hygienically.

146 **Geography**

143 Only three lessons were seen during the inspection due to the rotation with history on the timetable. Additional evidence has been gathered by inspecting pupils' work and classroom displays and by talking with pupils and teachers. Standards of attainment have been maintained in Key Stage 2 since the last inspection and are in line with those expected for pupils of this age.

144 At Key Stage 1 standards are lower than those for pupils of this age. However, pupils are entering school with limited knowledge and understanding of the world around them and by the end of the key stage all pupils have made good progress. Pupils are finding out about their immediate environment around school and home. In Year 1 they have visited the local supermarket and drawn a class picture map of their route. In class some pupils can remember their own address and which part of Manchester they live in. Most have a limited vocabulary to describe their routes to school, using mainly up, down and across as directional language. They are beginning to understand the elements of a picture map and make some attempt to draw their route to school. The knowledge of pupils in Year 2 is below what might be expected for their age. Some can talk about the local environment and what one might see there. They have a limited vocabulary to express themselves, for example when trying to describe a hill, mountain or river.

145 All pupils make good progress at Key Stage 2 including those with special educational needs that receive good support, often with differentiated work. The development of map skills from Key Stage 1 can be seen. Pupils in Year 3 use maps at a variety of scales to show where they live in their local area within Manchester, the northwest of England and the United Kingdom. They are beginning to use and interpret street maps with legends. In Year 5, pupils use atlases to find maps of different climatic zones in the world and differences in weather patterns between parts of Great Britain. Their study of world climates is in appropriate depth. Most pupils can interpret data on weather patterns around the world and have been able to carry out their own research to find out about the weather in Spain. Newspapers have been used to find information on extreme weather conditions such as hurricanes, and their effect on peoples' lives. Reports written by pupils show a satisfactory understanding. In a Year 4 class pupils show sound knowledge of world geography as they discuss the reasons for travelling abroad and the different ways of travelling.

146 Pupils' behaviour and attitudes to their work was always good. They listen carefully and are always willing to share their ideas. Pupils work well independently or when co-operating in groups.

- 147 Overall, the quality of teaching is good. In the small number of lessons seen over 30 percent was satisfactory, over 30 per cent was good and over 30 per cent was very good. In Year 1, pupils made better progress in one class than another in a similar lesson. This was because of the effectiveness of the questioning before pupils began to draw their routes, to establish which buildings, railway and other features they might pass on their way to school. Good use was also made of one able pupil's work to help others. In good lessons opportunities were taken to develop directional language. Very good teaching in Year 4 reflected the teacher's high expectations and her ability during the lesson to instil in the pupils a desire for further knowledge. Information technology is used to develop pupils' mapping skills, for databases and for research. Opportunities are given for pupils to enhance mathematical skills as they collect, collate and interpret data.
- 148 Geography has a clear policy document and scheme of work that ensures a wide and balanced curriculum in line with National Curriculum guidelines. It provides opportunities both for social and cultural development. The coordinator is keen to keep up with developments and attends courses and group support meetings organised by the local authority; at these meetings coordinators have looked at ways to further develop literacy through the teaching of geography and the school staff will be considering and implementing the group's recommendations next term. The monitoring role of the coordinator is limited this year due to other priorities. She makes her own opportunities to sample pupils' work. At present assessment procedures are not used consistently throughout school. There is a satisfactory range of resources to allow geography to be taught. Resources for map work are good and include atlases, globes, maps and plans at various scales and sets of aerial photographs of the locality. Good use is made of the local environment and beyond to give pupils first hand experiences and develop their knowledge and understanding. Year 2 pupils visit Southport to study a contrasting locality. Pupils in Year 5 have a geographical visit to the Peak District where they practice map-reading skills by using ordnance survey maps and taking part in orienteering.

History

- 149 At the time of the last inspection standards in both key stages were judged to meet national expectations, with some pupils at Key Stage 2 achieving higher levels. This position has largely been maintained and standards of attainment are generally what are expected of pupils of this age. There are no major differences in attainment between boys and girls. Whilst the majority of pupils, including those with special educational needs, make satisfactory progress, there are relatively few pupils attaining at levels above those expected. This is mainly due to the below average writing skills, which affects the standards achieved. This is seen in the restricted descriptive or imaginative writing and the lack of technical accuracy in handwriting, spelling and grammar.
- 150 By the end of Key Stage 1, there is a limited sample of recent work with many activities linked to stories and discussion. Younger pupils learn about the passing of time in reference to their own lives and those of animals. Such activities are often linked to work in science and the changes that occur during growth. Pupils recognise the differences between an adult and baby and can match pictures of a human, frog and butterfly with the earlier stages of development. Whilst there is limited recorded work to indicate the progress made, discussions with pupils indicate that progress is broadly satisfactory. Curriculum planning indicates that more emphasis will be given to history later in the year. Pupils in Year 2 study the life and work of Florence Nightingale. They know that Florence worked in Egypt and that conditions in the hospitals were unhealthy. They can describe the hospital as smelling like a toilet, with no beds and with rats spreading disease. Pupils draw up a list of questions to ask a famous person. The progress made by these pupils is satisfactory and a small number of pupils make good progress in their understanding of the conditions and problems Florence encountered.
- 151 In Year 3, pupils learn about Invaders and Settlers and find out about life in the Roman army. Pupils discover why people move and settle in other places and why Britain was invaded. In Year 4, pupils find out about life in the time of Henry VIII. They try to find out why Henry married six times and the power that Henry had in his reign. In Year 5, pupils learn about life in World War Two. They find out what life was like during the blitz, what air raids were like and what it would be like to be evacuated as a child. They discover what types of food were available in wartime and compare that with food today. In Year 6, pupils study the life and times of Queen

Victoria. They make a family tree and time line identifying many of the important events during the Queen's life. Pupils study the growth of towns and the rapid growth in population of cities. They know what life was like in the workhouse and why railways were important. The progress of the majority of pupils is satisfactory. Whilst a small number of pupils make good progress in their short term understanding of historical events, discussion with pupils indicate that many struggle to recall activities undertaken other than very recently.

- 152 Pupils have good attitudes to work in history. They are interested to find out what life was like in other times as well illustrated when pupils in Year 2 watch a video of Florence Nightingale's life. Pupils sit in complete silence and watch with close attention, often being appalled at the conditions Florence worked in. This is also seen in Year 6 where pupils watch a video of an interview by Henry Mayhew. Most pupils behave well and concentrate on the task in hand. In discussion many pupils are keen to offer their ideas although in several classes there are some pupils who make little or no effort to take part in any discussion and are restless and struggle to concentrate.
- 153 The quality of teaching is satisfactory. In the small number of lessons seen the teaching was always at least satisfactory and in over 30 per cent was good. The knowledge and understanding of teachers is usually good. Most teachers have good knowledge of each historical period and are able to give appropriate factual information to the pupils. However, the expectations of the tasks that teachers set are variable and sometimes lack a high level of challenge to the pupils. This is seen in an activity in Year 2 where after watching a video all that the pupils are required to do is copy a sentence from the blackboard and then chose three statements and copy these. Whilst this is appropriate for the lower attaining pupils this offers little challenge to those with higher attainment. The management of pupils is good and teachers make good use of resources to illustrate to pupils what life was like in different historical periods. The use of time is satisfactory although on occasion pupils have to sit and listen to information for too long.
- 154 History makes a good contribution to pupils' moral, social and cultural development. Pupils gain insight into the feelings of Florence Nightingale, children in World War Two and of poor families in Victorian times. The history curriculum is broad and balanced. The co-ordination of the subject is satisfactory. The school has recently reviewed the teaching of history in line with recent nationally recommended guidelines. Planning is appropriate. However, the coordinator has had no opportunity to monitor and evaluate the quality of teaching or a wide sample of pupils' work. This has allowed some lack of challenge in the recording of activities to occasionally occur. Whilst there are individual examples of research work undertaken to further develop pupils' literacy skills overall, there is limited use of information technology to support the teaching of the subject. The school has recently reviewed the scheme of work that provides the format of the schools medium term planning This is now appropriately based upon the nationally recognised planning format. The coordinator provides sound management of the subject. She carefully monitors the planning for each year group.
- 158 **Music**
- 155 In the previous inspection the attainment of pupils in both keys stages was judged to be in line with national expectations. However, at that time a significant proportion of younger pupils was underachieving. Judgements in this inspection are that the attainment of pupils is similar to that usually seen for pupils of this age. The progress made by pupils, including that of pupils with special educational needs, is generally good. There are no significant differences in the attainment of boys and girls.
- 156 Throughout the school pupils have good opportunities to use a range of musical instruments on a regular basis. In Year 1 pupils explore and recognise the musical element of duration through the pulse of the music and make good progress in maintaining a steady pulse beat in hand movements to a recorded piece of music. They develop their control of sounds made by their voice and a range of tuned and untuned musical instruments. They make their voices follow the notes going up and down a xylophone and can sing the words of familiar songs. In Year 2 pupils relate musical instruments to an image on a picture such as a triangle relating to a tree and a bell to a church bell.

- 157 In Year 3 pupils sing question and answer style songs, with one pupil singing the question and the rest of the class singing the response. Pupils begin to learn that musical notation indicates when to sing or play their instruments with some being able to make a short or longer noise in relation to the notation of four sets of rhythms. However, no pupils appear to know the names of such notes. In Year 5 pupils make good progress in further developing their understanding of musical dynamics and texture. They listen to and appraise a recording of music from the 'Winter' section of 'The Four Seasons'. Many recognise how many times the raindrop ostinato is repeated. Pupils playing steel pans make good progress in their use of bass, tenor and other drums. They practice and improve their performance of 'Rudolf' and other contrasting pieces. Most of these pupils use the names of musical notes but do not read musical notation. Pupils from Year 3 to Year 6 make good progress in choir practice. They sing a range of complex pieces, often from an African heritage, with many pupils mastering the complicated phraseology and tempo.
- 158 The response of virtually all pupils to musical activities is good. Pupils enjoy the practical activities and use of tuned and untuned instruments. Most pupils use instruments sensibly although very occasionally pupils in Year 3 use these in an overly enthusiastic manner. Most pupils try hard to follow the rhythm of music and improve their own performance. This is well illustrated by the efforts of pupils in a Year 5 lesson and in steel pans and choir rehearsal. Many are pleased with the effects that they produce. Pupils concentrate well and most share instruments happily. The teaching of the subject makes a valuable contribution to pupils' spiritual and cultural development.
- 159 The teaching of music is good. In the lessons seen all the teaching was at least satisfactory and in 70 per cent of lessons was good. Many teachers have appropriate subject knowledge and a clear understanding of motivating pupils by encouraging regular first hand experience of using musical instruments. The management of pupils is usually good, as are the expectations of pupils. The specialist teaching of steel pans and choir boosts the quality of teaching. This good quality specialist teaching by younger music specialists serves to provide pupils with positive role models. This is reflected in the higher than average number of boys in the choir and playing steel pans.
- 160 The coordination of the subject is satisfactory. The headteacher is currently undertaking this role following the departure of a specialist music teacher and is fully aware of the issues of further developing the range of pupils' skills. The lack of subject knowledge is limiting the development of the composing element of the curriculum and the recording of musical appraisal. Unusually no recording of pupils' compositions was observed and none was seen in the sample of pupils' work. The limited opportunities to monitor and evaluate the standard of teaching have allowed some aspects of curriculum knowledge to remain unaddressed. The school makes limited use of computers to support the development of pupils' work in composing.

Physical education

- 161 There were two significant weaknesses highlighted in the previous report: the lack of a scheme of work and no opportunity for the coordinator to check on continuity and progression through scrutiny of teachers planning. Both these areas have been successfully addressed and are no longer a concern. The standards pupils achieved have been maintained.
- 162 Pupils of all levels of attainment, including those with special educational needs make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Work was inspected in gymnastics, dance, swimming and games according to planning for the term and as the weather allowed. The school meets its statutory requirements to teach swimming. All pupils have a weekly swimming lesson throughout the year in which they transfer from Year 4 to Year 5.
- 163 In Key Stage 1, pupils begin to be aware of space. They increase their knowledge of and skills in travelling along the floor using different parts of the body and of travelling and making shapes on a variety of large

apparatus. They listen carefully and follow instructions as accurately as possible. They practice and refine the linking of actions. However, pupils do not have the skills or sufficient confidence and knowledge to carry out self evaluations or evaluations of others' work or make simple judgements.

- 164 In Key Stage 2, pupils develop sound control in passing a football to one another but individual control skills are weak in the early part of the key stage. In dance, pupils vary level, speed and direction and increase their body control but many still lack sufficient confidence to make their progress secure. In swimming in Year 4 40 per cent of pupils can swim 25 metres and 60 per cent are close to attaining it. In gymnastics, pupils develop sequences of movement which are transferred to large apparatus after they have practiced and improved them.
- 165 Pupils at both key stages respond well in lessons. They show enthusiasm, enjoyment and listen carefully. They maintain attention even when watching other pupils perform for a time. They co-operate very effectively when carrying and putting out apparatus together. They put it out quietly and sensibly without wasting time.
- 166 In Key Stage 1, the teaching is satisfactory. In all lessons observed the teaching was satisfactory. In Key Stage 2, the teaching is good. In the lessons observed all were at least satisfactory with over 30 percent good and over 30 per cent very good or better. Lessons are well planned with clear learning objectives. In good lessons, pupils are actively involved in activities throughout the lesson for example, in swimming, pupils spent the full 30 minutes in the water practicing and improving their technique. Teachers have a sound knowledge of the subject and as a result can assess pupils' skills and offer support on ways to improve and build effectively on past learning. Lesson objectives are clear, comprehensive and ensure progress. Good use is made of music; teaching and learning progress briskly in small steps. Pupils are encouraged to be uninhibited and to express mood and feelings. Teachers are well prepared, use resources efficiently and have high expectations.
- 167 The headteacher has monitored teaching and planning. The subject is very well managed by a very enthusiastic coordinator, who is only restricted by the lack of opportunity to work alongside other teachers and to monitor attainment and progress herself. The policy and scheme of work, which are reviewed regularly, are based upon the local authority guidelines. A strength of the subject is the amount of in-service training which has had a beneficial effect in encouraging staff and increasing their confidence. Resources are good. There are excellent links with the local secondary school that is also a sports college. This gives good support to the school in terms of staff training and providing facilities for some after school clubs. However, the school's own outdoor facilities are poor and hinder the pupils' progress in games and sport. The playground surface is particularly uneven and dangerous and the school has made the decision that it is can no longer use the playground for outdoor games.
- 168 The number, range and variety of sporting activities are very good and a strength of the school. The majority of these activities take place out of lesson time. They include lacrosse, gymnastics, table tennis, short tennis, netball, basketball, commonwealth games as well as cricket, cross country running and other usual team sports. Many pupils and staff take part in them. The capacity for improvement in physical education is good.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

- 169 The inspection was undertaken by a team of six inspectors who, over a four-day period, completed a total of 24 inspector-days in the school. For the majority of time in school inspectors visited classes, talked with individuals and groups of pupils and evaluated the work they had done. In excess of 55 hours was spent on these activities. In addition, interviews were held with the headteacher, teachers with curriculum and management responsibilities, ancillary staff, parents and members of the governing body.
- 170 Ninety-nine lessons were observed; roughly equal numbers for the 13 classes in the school, along with the work of the nursery, the special needs and information technology coordinators, visiting specialist teachers and support staff.
- 171 Furthermore:-
- Fifteen per cent pupils were heard reading and they were questioned on their understanding and knowledge of books in general;
 - pupils from each year group were examined in their mathematical knowledge and understanding;
 - samples of pupils' work covering the full ability range were scrutinised in all year groups, along with samples of work from last year;
 - the policy documents of the school and the school development plan were considered; attendance registers, the records kept on the pupils including annual reports, and teachers' planning documents were inspected;
 - the budget figures were analysed.

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	286	0	102	144
Nursery Unit/School	40.5	0	3	5

Teachers and classes**Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent)	15
Number of pupils per qualified teacher	18.9

Education support staff (YR – Y6)

Total number of education support staff	4
Total aggregate hours worked each week	80

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	40.5

Education support staff (Nursery school, classes or unit)

Total number of education support staff	2
Total aggregate hours worked each week	64

Average class size:	22
---------------------	----

Financial data

Financial year:	1999
-----------------	------

	£
Total Income	628,637
Total Expenditure	644,612
Expenditure per pupil	1,696.35
Balance brought forward from previous year	81,102
Balance carried forward to next year	65,127

PARENTAL SURVEY

Number of questionnaires sent out:

350

Number of questionnaires returned:

55

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	22	71	4	2	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	38	53	4	2	4
The school handles complaints from parents well	20	60	9	5	4
The school gives me a clear understanding of what is taught	29	64	0	7	0
The school keeps me well informed about my child(ren)'s progress	31	58	4	4	4
The school enables my child(ren) to achieve a good standard of work	31	60	5	2	2
The school encourages children to get involved in more than just their daily lessons	24	65	4	7	0
I am satisfied with the work that my child(ren) is/are expected to do at home	22	67	4	4	2
The school's values and attitudes have a positive effect on my child(ren)	25	64	2	4	5
The school achieves high standards of good behaviour	20	62	4	7	7
My child(ren) like(s) school	56	38	5	0	0

NB Percentages of responses are rounded to the nearest integer, sum may not = 100%.

Percentages given are in relation to total number of returns INCLUDING nil replies.