

INSPECTION REPORT

Moss Park Junior School
Stretford

LEA area: Trafford

Unique Reference Number: 106323

Headteacher: Mrs M Yeabsley

Reporting inspector: Mrs Susan Walker
OIN: 21678

Dates of inspection: 18th-21st October 1999

Under OFSTED contract number: 706809

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	County
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Moss Park Road Stretford Manchester M32 9HR
Telephone number:	0161 912 5212
Fax number:	0161 912 5213
Appropriate authority:	Trafford Education Committee
Name of chair of governors:	Mrs C. McGregor
Date of previous inspection:	20 th - 23 rd May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Susan Walker, RgI	Science, Design and technology, Information technology, Special educational needs.	Attainment and progress, Teaching, Leadership and management, Efficiency. Attendance, Support, guidance and pupils' welfare, Partnership with parents and the community, Staffing, accommodation and learning resources. Curriculum and assessment.
Keith Ross, Lay Inspector		
John Gould, Team inspector	Mathematics, Geography, Art, Physical education, Equal opportunities.	
Monica Mullan, Team inspector	English, History, Music, Religious education.	Attitudes, behaviour and personal development, Spiritual, moral, social and cultural development.

The inspection contractor was:

Evenlode Associates Ltd.
6 Abbey Close,
Alcester,
Warwickshire
B49 5QW
01789 766099

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Standards in English have risen and are higher than in most schools.
- The National Literacy strategy has been implemented well.
- Standards in mathematics and science are in line with the national average.
- The school has analysed successfully what pupils know, understand and can do (except in information technology) and this has aided progress.
- Knowledgeable and effective co-ordinators are in place to support teachers for most subjects.

WHERE THE SCHOOL HAS WEAKNESSES

I. Standards in information technology do not meet the national expectations and progress is unsatisfactory.

II. There is no secure system for behaviour management to support all pupils, but especially younger pupils. The school has no written policy for personal and social education. There is insufficient promotion of pupils' self esteem.

III. There are some weaknesses in aspects of medium and short-term planning, for example, lack of secure systems to ensure all staff plan for equal opportunities for all pupils.

IV. There are weaknesses in the provision for spiritual and cultural development and consequently in the ethos of the school.

V. The governors are not sufficiently involved in the management of the school. They fail to meet statutory requirements, for example, in their annual report.

The school provides a satisfactory standard of education, whose strengths outweigh its weaknesses. However, these weaknesses will form the basis of an 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 put together a satisfactory post-inspection plan. Consequently, it has made satisfactory progress in addressing the key issues. Standards have risen in English, science and design and technology.

There has been sound progress made in information technology, but standards have not yet risen sufficiently to meet national expectations. There are improved resources for information technology.

There is now more challenging work for higher attaining pupils and this is aiding the number of pupils who are now reaching Level 5 in the National Curriculum assessments. The school has made good use of the government guidelines to ensure that there are schemes of work in place for the majority of subjects. The level of staff expertise has improved, overall. The teaching for pupils with special educational needs is more integrated into their day-to-day needs.

However, while all the following aspects of the school are judged to be satisfactory overall, they are not of such a high a standard as in the last report. The pupils' attitudes, behaviour and personal development; the school's provision for the pupils' spiritual, moral, social and cultural development; the school's provision for educational and personal guidance and support of its pupils; the school's relationships with parents and the community. Consequently, the school's ethos is not as good as in the last inspection. The school's capacity for further improvement is satisfactory.

STANDARDS IN SUBJECTS

This 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		Key
			<i>well above average</i>	A
			<i>above average</i>	B
English	B	A	<i>Average</i>	C
Mathematics	C	B	<i>Below average</i>	D

Similar schools are calculated on the basis of the number of pupils eligible for free school meals.

Overall, by the end of Key Stage 2, pupils' attainment is in line with what would be expected nationally. In English, attainment is better than the national expectations. Standards in information technology are below what would be expected nationally. Pupils make satisfactory progress in all subjects, except English, where progress is good and in information technology where progress is sound.

This represents an improvement since the last inspection, in standards in English, science and design and technology. There is some improvement in what pupils know, understand, and can do in information technology but standards are not yet up to the national average. Where there are some variations in standards, for example in history and music, this may be due to the reduced demands to teach the subject.

The improvement in standards in English, mathematics and science can be attributed to better assessment of what pupils know, understand, and can do. There are secure frameworks for learning in English and mathematics, with the National Literacy Strategy being implemented well. Work is now better matched to the needs of all pupils. In science, good efforts have been made to ensure that pupils understand basic concepts at an earlier age. This has helped to raise attainment.

The school has allocated additional time to the teaching of English and mathematics in the last year through "booster" classes and has targeted specific pupils' needs in its identified priority to raise standards of attainment. This shows a clear improvement from inspectors' concerns at the last inspection.

In religious education, pupils' attainment is in line with the expectations of the locally agreed syllabus.

Pupils with special educational needs attain in line with their ages and abilities. They make satisfactory progress. They are assisted by the fact that they receive extra support for numeracy and literacy and support from a range of visiting teachers.

Pupils for whom English is not their first language attain in line with their ages and abilities. They make satisfactory progress overall.

.

QUALITY OF TEACHING

Teaching in 7 – 11 years

English	Good
Mathematics	Satisfactory
Science	Satisfactory
Information technology	Satisfactory
Religious education	Satisfactory
Other subjects	Satisfactory

Teaching is satisfactory. It is satisfactory or better in 93 per cent of lessons seen, with thirty four per cent of lessons being good and five per cent being very good. Only four lessons were unsatisfactory. This is a slightly better state of affairs overall than in the last inspection with fewer unsatisfactory lessons.

Class teaching for pupils in Years 4, 5 and 6 is almost uniformly divided between satisfactory lessons and good or very good lessons, with a very rare unsatisfactory lesson. This standard of teaching has a positive impact on pupils' attainment and progress. In contrast, teaching for pupils in Year 3 contains 30 per cent unsatisfactory teaching and only 20 per cent of good lessons.

The best teaching occurs in English, where class teachers' confidence in teaching the literacy hour is making an impact on pupils' attainment. Teaching in mathematics, science, and religious education is satisfactory, with some good lessons seen. Teaching in information technology is satisfactory overall.

In other lessons unsatisfactory teaching occurs when there is not a secure system for dealing with behaviour. Teachers in parallel classes do not plan together in sufficient detail to ensure that pupils receive identical lessons and therefore have the same opportunities to make good progress.

Marking is done conscientiously, but doesn't contain sufficient detail about what pupils need to do improve.

A suitable amount of homework is set, but because pupils do not have homework diaries parents do not receive a clear understanding of what exactly pupils have to do.

Overall, teaching for pupils with special educational needs is satisfactory. Teaching for those pupils who do not have English as their first language is satisfactory overall.

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	Behaviour in lessons is variable but is best in Year 6. It is satisfactory overall. Behaviour in and around the school is satisfactory.
Attendance	Attendance is satisfactory overall. Unauthorised absence is above the national average.
Ethos*	The ethos of the school is satisfactory, overall, due to the school's commitment to high standards. It is best in the Year 6 classrooms. The ethos has weaknesses in other classes.
Leadership and management	Leadership and management is satisfactory overall. There is no one in charge of the curriculum. The governors need to improve their role in the strategic management of the school. They need to ensure that they address all statutory requirements.
Curriculum	Curriculum and assessment are satisfactory overall, but there are still some shortcomings in medium and short-term planning. There is no policy for personal and social education.
Pupils with special educational needs	Pupils with special educational needs are satisfactorily supported. Individual educational plans lack detail.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall, but has some weaknesses.
Staffing, resources and accommodation	Satisfactory numbers of teachers, but insufficient numbers of support staff. Sufficient resources. The accommodation is appropriate, but is not well maintained. The quadrangle is under developed.
Value for money	The school gives satisfactory value for money.

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

THE PARENTS' VIEWS OF THE SCHOOL

27 parents attended the parents' meeting and 98 parental questionnaires were returned.

What most parents like about the school

- VI. Their children like the school.
- VII. The school is approachable.
- VIII. Good standards of work.
- IX. The values it gives pupils.
- X. Parental involvement in the school.
- XI. The school handles complaints well.

What some parents are not happy about

- XII. Insufficient knowledge about what is taught
- XIII. Lack of information about their child's progress.
- XIV. Extra curricular activities.
- XV. Homework.
- XVI. Behaviour.

The inspection team finds that the vast majority of pupils do like coming to school. The school has improved the standard of pupils' work in many areas since the last inspection. Teachers are approachable. There was no direct evidence of how the school handles complaints, during the inspection, and little direct evidence of parents working in school.

In the view of the inspection team, parents are right to raise some concerns about the information they are given about what is taught; information about their children's progress; the unsatisfactory behaviour of a minority of children; and the range of out of school clubs. The school needs to consider ways in which to improve this situation. The school provides satisfactory homework, but the provision of a homework diary would provide better information to parents about the quantity and quality of homework on a regular basis.

KEY ISSUES FOR ACTION

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

1. Raise standards and improve the rate of progress in information technology by:

- putting into place the existing action plan for information technology;
- assessing what pupils already know, understand and can do.

Paragraph 6, 8, 26, 44, 48, 50, 159-168

1. Improve the quality of behaviour management and pupils' self esteem by:

- reviewing the existing behaviour management policy, to ensure that there is clear guidance given to teachers on how to manage difficult pupils;
- ensuring that all teachers have sufficient understanding of effective behaviour management strategies;
- putting in place a policy for personal and social development and allocating a space for regular sessions of personal and social development on the timetable;
- giving a higher profile to raising pupils' self esteem in displays around the school.

Paragraph 28, 33, 36, 59, 79

1. Improve curriculum planning by:

- giving one person overall responsibility for oversight of the curriculum;
- reviewing the timetable to ensure that parallel classes have equal amounts of time allocated to subjects so that pupils have equal opportunities to make the same amount of progress.

Paragraph 47, 59, 61, 62, 99, 157, 183

4. Improve the provision for pupils' spiritual and cultural development by:

- putting into place a whole school policy for spiritual, moral, social and cultural development;
- putting into place a planned framework for assemblies which will improve their overall quality and review the length of time allocated to assemblies.

Paragraph 69, 70, 73, 74, 113

5. Develop the role of the governors by:

- ensuring that the governors meet twice a term, as proposed, so that they maintain an improved strategic overview of the school;
- ensuring that the proposed committee for considering the curriculum is fully in place, so that governors become more informed about new initiatives and curriculum changes;
- ensuring that governors are fully involved in monitoring the curriculum and standards of pupils' work;
- ensuring that governors receive regular information about special educational needs and the rate of exclusions in the school;
- ensuring that governors meet all statutory requirements.

Paragraph 91, 97, 109, 110, 117

The governors may also wish to address

- the levels of unauthorised absence; *Paragraph 37, 39, 82*
- the quality and consistency of marking; *Paragraph 53, 77*
- improving the quality of the detail in individual educational needs plans for pupils with special educational needs; *Paragraph 107*
- improving the quality of the appearance and the use of the quadrangle. *Paragraph 121*

INTRODUCTION

Characteristics of the school

- 1 Moss Park Junior School is situated in spacious grounds. It is a consistently over subscribed school. It shares the site with its feeder infant school. The two schools share common parts of the buildings. The site backs onto Moss Park, which is pleasant but subject to vandalism. The catchment area includes owner occupied property and two areas of corporation housing near to the school.
- 2 On entry to the school, pupils are in line with what would be expected nationally, both in terms of attainment and their socio-economic circumstances. There are 255 pupils on roll. About a third of the pupils come from single parent families and about a quarter of families are eligible for free school meals. There are 22 pupils (9 per cent) who do not speak English as their first language. There are 54 pupils (21 per cent) on the register of special educational need but only one has a statement of special educational need.
- 3 The headteacher has been in post for a considerable number of years and the school is just advertising the post of deputy headteacher after operating for some time with an alternative management structure. There has been a considerable amount of staff movement since the last inspection. The school is structurally sound but needs capital maintenance to address the lack of steady maintenance.
- 4 The school's aims are to provide a high quality of education, to raise standards, to manage resources and finance to meet the needs of the pupils and to support their spiritual, moral, social and cultural development. It aims to improve through considering the processes of teaching and learning, assessment and reporting, planning, developing the core curriculum and developing the school community.
- 5 The Key issues from the previous report were to improve standards of work in English, mathematics and science; to review and improve lesson planning so that more challenging work is available; improve the provision for information technology and design and technology; put into place detailed schemes of work in all subjects; improve staff expertise in science, design and technology and information technology.

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2	Year	Boys	Girls	Total
For latest reporting year:	99(98)	32(28)	36(38)	68(66)

5	National Curriculum Test Results	English	Mathematics	Science
Number of pupils	Boys	23(19)	19(20)	23(23)
At NC Level 4 or	Girls	32(27)	29(18)	31(24)
Above	Total	55(46)	48(38)	54(47)
Percentage at NC	School	81(71)	71(58)	79(72)
Level 4 or above	National	70(65)	69(58)	78(69)

5	Teacher Assessments	English	Mathematics	Science
Number of pupils	Boys	25(n/a)	20(n/a)	26(n/a)
at NC Level 4 or	Girls	32(n/a)	29(n/a)	32(n/a)
Above	Total	57(n/a)	49(n/a)	58(n/a)
Percentage at NC	School	84(n/a)	72(n/a)	85(n/a)
Level 4 or above	National	68(n/a)	69(65)	75(72)

5 Attendance

Percentage of half days (sessions) missed			%
Through absence for the latest complete	Authorised	School	5.9
Reporting year:	Absence	National comparative data	5.7
	Unauthorised	School	0.7
	Absence	National comparative data	0.5

5

5 Exclusions

Number of exclusions of pupils (of statutory school age) during		Number
The previous year:	Fixed period	20
	Permanent	1

5 Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	5
	Satisfactory or better	93
	Less than satisfactory	7

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5 **PART A: ASPECTS OF THE SCHOOL**

5 **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

5 **Attainment and progress**

6. On entry to the school, attainment is in line with what would be expected nationally. Overall, by the end of Key Stage 2, pupils' attainment is in line with what would be expected nationally in all subjects, except English where attainment is better and in information technology where attainment is below. Pupils make satisfactory progress in all subjects, except English, where progress is good.
7. In the previous inspection, standards in English and mathematics were in line with the national expectations for the majority of pupils, but standards in science were below. Pupils' skills in information technology were "poor" and standards in design and technology were below what might be expected nationally. Standards in geography were in line with what might be expected nationally. Standards in art were in line with what might be expected nationally and sometimes exceeded this but across a narrow range of topics. Standards in music were good. Standards in history sometimes exceeded national expectations. Standards in physical education were slightly above age related expectations. Higher attaining pupils did not attain the standards of which they were capable because they did not receive sufficiently challenging work.
8. Attainment has improved since the last inspection, in standards in English, science and design and technology. There is some improvement in what pupils know, understand and can do in information technology. Where there are some variations in standards, for example in history and music, this may be due to the reduced demands to teach the subject.
9. The improvement in standards in English, mathematics and science can be attributed to better assessment of what pupils know, understand and can do. There are secure frameworks for learning in English and mathematics. The National Literacy Strategy is being implemented well. The National Numeracy Strategy is being implemented satisfactorily. Work is now better matched to the needs of all pupils. In science, good efforts have been made to ensure that pupils understand basic concepts at an earlier age. This has helped to raise attainment.
10. The school has allocated additional time to the teaching of English and mathematics in the last year through "booster" classes and has targeted specific pupils' needs in its identified priority to raise standards of attainment. This shows a clear improvement from weaknesses at the last inspection.
11. In English, by the end of Key Stage 2 pupils have achieved above average levels of attainment. The results of 1998 National Curriculum tests for eleven-year-olds show that the proportion of pupils reaching the expected Level 4 was above the national average. The proportion of pupils reaching the higher Level 5 was also above the national average. When compared with similar schools these results are well above national figures. The results of the 1999 national assessments of pupils aged eleven show that pupils' attainment is still good.
12. There is no significant difference between the performance in these tests between boys and girls. Evidence gained during the inspection supports these good results. Overall, there has been a steady improvement in standards of attainment in the subject since the previous inspection.
13. Pupils' speaking and listening skills are good overall. Most listen quite carefully and this has a beneficial effect on other aspects of their learning. By the time pupils are in Year 6, they have

acquired an easy and assured approach to speaking out. They are able to address the whole class with impressive confidence and can make good presentations of their ideas and interests. Standards in reading are good. Many pupils read with fluency and accuracy from a wide range of books. They have acquired a variety of strategies to read unfamiliar words and so become independent readers fairly quickly. They are able to select information from relevant texts and to use non-fiction and other reference books profitably. There are good standards in writing. Good use is made of literacy work to systematically develop pupils' abilities in expressing themselves on paper. From an early stage, pupils are taught to make sensible use of drafting books to plan and organise their work. They write well in a variety of styles and for real and imagined readers. They routinely produce letters, scripts, personal ideas and inventive diaries. They conduct interviews, write genuine instructions and report on real events effectively. The majority of written work is well supported by a sound structure of grammar and knowledge of the common conventions of writing. Standards in spelling vary but are satisfactory overall. Most pupils possess at least satisfactory, and often good, methods of identifying and satisfying their own vocabulary needs.

14. In mathematics, the 1998 National Curriculum assessments for pupils aged eleven, results indicate that the number of pupils reaching Level 4 was close to the national average, but the percentage of pupils attaining Level 5 was below the national average. In 1999 the school has increased the proportion of pupils at Level 5, whilst maintaining the percentage achieving Level 4. Inspection findings agree with the latest results.
15. The overall performance of the school in comparison to schools with a similar background is above average and results over the last three years (1996-98) are improving. Pupils make sound progress over the course of the key stage. The improvement in the percentages of pupils reaching higher attainment levels indicates that progress has been made in this area. The school's procedures for assessing attainment and planning for improvement have been a key to their success.
16. In the introduction to the numeracy hour, pupils in Year 6 switch confidently between their own digit cards to decimal cards and number fans, as their teacher takes them through a very rapid assessment of doubling and halving, prime numbers and proper and improper fractions, before moving on to the main activity of the lesson. Higher ability pupils understand clearly what probability is and they can explain the chances of, for example, rolling more sixes with a dice than any other number. Pupils in the second set know some fractions of 12, 20 and 24. They use factors of numbers up to 20.
17. In science, in the 1998 national assessments of pupils aged eleven, results show that pupils were close to the national average at Level 4, but were below the national average at Level 5. The school's results in 1999 improved at Level 5, but are similar at Level 4. Inspection findings indicate that by the end of the key stage, pupils are in line with the national expectations.
18. In comparison with similar schools, pupils' performance is above the national average. Boys and girls attain equally well.
19. Pupils in Year 6 discuss confidently a range of drugs and their potential "side effects". They translate their knowledge and understanding into bright attractive posters warning other pupils about drugs.
20. In information technology, by the end of Key Stage 2, standards are below what might be expected nationally. Pupils do not use information technology independently to produce sustained pieces of work on a routine basis. However, it is clear from the detail in the previous report that pupils can do more now than they could do previously.

21. In religious education, pupils meet the expectations of the locally agreed syllabus for religious education.
 22. In all other subjects, pupils attain in line with what might be expected nationally of pupils aged eleven. There has been an improvement in standards in design and technology due to the scheme of work, which the school is implementing.
 23. Pupils with special educational needs attain in line with their ages and abilities due to the support they receive from their class teachers. Extra support for numeracy and literacy and support from a range of visiting teachers enables pupils to make satisfactory progress.
 24. All pupils, including higher achieving pupils, make good progress in English due to the challenging curriculum, which they receive. All pupils, including higher achieving pupils, make satisfactory progress in mathematics. The National Numeracy Strategy has been implemented satisfactorily.
 25. In science, at the time of the last inspection, barely half the pupils reached Level 4 in 1995 and a substantial number of pupils had still not achieved this level in 1996. The school has made good improvement over time to reach the standards demonstrated by the 1999 results. The current rate of progress is satisfactory, as pupils move through the key stage. The pupils are being specifically taught precise scientific vocabulary, which is assisting them to explain and record concepts and this is increasing their rate of progress.
 26. In information technology, in the last report pupils were judged to be making very slow progress. Progress since that point has improved, and is satisfactory. However, until the school puts into place assessment procedures, which ascertain what pupils already know, understand and can do, the rate of progress is not going to improve. The installation of the new computer suite offers good opportunities for pupils to make progress.
1. In religious education, pupils make satisfactory progress as they move through the school.
 2. In all other subjects, the majority of pupils make satisfactory progress as they move through the school. Their progress is assisted by their ability to read worksheets and other materials and to write answers to questions quickly and without fuss. Pupils' progress in Years 4-6 is assisted by the standard of teaching they receive. However, this is not always so in Year 3, where the majority of unsatisfactory teaching occurred. Predominantly this is due to unsatisfactory behaviour management.
1. Pupils for whom English is not their first language, make satisfactory progress, except when their behaviour is inappropriately managed.
29. **Attitudes, behaviour and personal development**
 31. Pupils' attitudes to learning and general behaviour are satisfactory overall. This makes an appropriate contribution to their progress for the majority of pupils. Nevertheless, this represents a decline in standards since the last inspection, when standards were judged to be good.

1. In the classroom, pupils' response largely reflects the quality of teaching they experience and the levels of success they meet with in their work. Where teaching is strongest, pupils show the greatest interest in their activities and display an appropriate desire to do well. Many pupils always try hard and seek to please their teachers. In the majority of lessons where teaching is only satisfactory, pupils' levels of interest and commitment to work are marked by the absence of that extra effort required to do well. Across the classes, there is a noticeable lack of consistency in the standards expected by individual teachers, and the confidence which pupils demonstrate in reaching them. Pupils' attitudes to literacy are good and pupils' attitudes to numeracy are satisfactory.
2. Behaviour in lessons ranges from good to unsatisfactory, and overall it is satisfactory. The majority of classes are suitably managed and teaching proceeds at a steady pace. Pupils are usually alert and attentive to teaching and any new work to which they are being introduced. Most are able to concentrate well, particularly in the older age groups, and show clearly that they know what is expected of them. Sometimes however, slowness in moving a lesson forward results in a slackening of attention and consequent loss of concentration by some pupils. In some classes, certain pupils are allowed to cause unnecessary interruptions too frequently. A few teachers lack the required skills to manage unacceptable behaviour adequately and the misbehaviour of a few pupils is allowed to unduly influence the ethos and tenor of the whole class. The incidences of weakness in behaviour management sometimes lead to underperformance in both teachers and pupils. Pupils' behaviour in the playground and around the school is satisfactory. Most are aware of the codes for behaviour and generally abide by them. There are no significant problems with bullying to be observed.
3. Pupils' personal development is sound. They are regularly involved in the daily routines of the school in small ways, such as taking registers and carrying messages. Older pupils may act as prefects and are given various responsibilities to exercise in preparation for life in senior school. In these duties they are able to undertake useful tasks as well as develop appropriate self-discipline. There is a newly established school council, which seeks to represent the views of pupils to teaching staff. Pupils generally relate to teachers and each other satisfactorily. There is appropriate harmony between all ethnic groups and a sound atmosphere of tolerance pervades.
4. Pupils with special educational needs demonstrate appropriate attitudes to their work, maintain satisfactory relationships and behave in line with their ages and abilities.
5. There is a significant minority of parents who have concerns about pupils' behaviour. However, the majority of pupils behave well throughout the school day. This is particularly true of pupils in Year 6.

36. **Attendance**

37. Attendance is satisfactory overall, but unauthorised absence is above the national average.
38. Registrations are prompt and efficient and statutory requirements are met. The previous inspection report noted that attendance for the latest reporting year was 94.9 per cent. A similar check made during this inspection showed a level of 93.33 per cent. So attendance has fallen.
39. A significant number of parents take children out of school for family holidays in term time. This has an adverse effect on attendance levels and, inevitably, on children's progress. The school has made efforts to address this issue, but it needs the support of parents.

40. Punctuality was an issue at the previous inspection. There remains a small but significant core of pupils who arrive late for school and this causes a disruption in their learning. For the vast majority of pupils, the school day begins promptly and lessons begin and end on time.

36. **QUALITY OF EDUCATION PROVIDED**

36.

Teaching

41. Teaching is satisfactory overall. It was satisfactory or better in 93 per cent of lessons seen, with thirty four per cent of lessons being good and five per cent being very good. Only four lessons were unsatisfactory. This is a slightly better state of affairs overall than in the last inspection, with fewer unsatisfactory lessons.
1. Class teaching for pupils in Year 4, 5 and 6 is almost uniformly divided between satisfactory lessons and good or occasionally very good lessons, with a very rare unsatisfactory lesson seen. This standard of teaching has a positive impact on pupils' attainment and progress. In contrast, teaching for pupils in Year 3 contains 30 per cent unsatisfactory teaching and only 20 per cent of good lessons. This does not have such a positive impact on pupils' progress.
2. The best teaching occurs in English, where teaching is good overall and occasionally very good. Class teachers' confidence in teaching the literacy hour, is making an impact on pupils' attainment. In one very good lesson, the teacher explicitly taught the pupils the language which they would need to discuss the common features of "instructional texts"¹, there was a sense of urgency and excitement in her teaching, and very good questioning involved all pupils in the lesson. Teaching in mathematics, science, and religious education is satisfactory, with some good lessons seen.
3. In information technology whilst teaching seen during the inspection is satisfactory overall, teaching is not based on what pupils know, understand, and can do and therefore pupils have not yet reached the national standard.
4. Overall, teaching for pupils with special educational needs is satisfactory and consequently they attain in line with their ages and abilities and make satisfactory progress. Teaching for those pupils involved in the additional literacy project is effective. The range of visiting teachers provides satisfactory support for their pupils. Classroom assistants are used in variable ways, but overall, they provide appropriate support for pupils.
46. Teaching for those pupils who do not have English as their first language is satisfactory overall. However, the behaviour of some of these pupils is not satisfactorily managed and in some classes it disrupts their own and other pupils' progress.
47. The quality of teachers' planning is satisfactory overall. However, lesson observation and work scrutiny indicates that identical lessons are not always taught in parallel classes. Individual lesson planning is most effective when it is based on secure learning objectives, for example, in a Year 4 literacy lesson where pupils learnt how to organise paragraphs in a story.
48. Overall class teachers' subject knowledge has improved since the last inspection, and is now satisfactory overall, this is particularly so in science and design and technology. Teachers' subject

¹ A passage which gives a series of instructions, for example, how to make a sandwich

knowledge is not so secure in information technology, but the school has satisfactory plans to address these weaknesses through its involvement in the National Grid for Learning.

49. Teachers' expectations are appropriate overall and this is an improvement from the last inspection, when teacher expectations of more able pupils were not high enough. In the best lessons, teachers make clear their expectations about the completion of tasks, the time allowed for the tasks and expectations of pupils' behavior. This was evident in a Year 6 science lesson. The best lessons proceed at a good pace, for example, in the introduction to numeracy sessions or in one Year 5 class where pupils are routinely taught vocabulary at a rapid rate, in many subjects.
1. The management of pupils varies between year groups, it is weakest in Year 3, but is satisfactory overall. Teachers organise their classes satisfactorily and use a range of appropriate strategies. They undertake a range of practical tasks, from sampling biscuits in a whole-class activity in Year 5 design and technology lesson, to orienteering in the quadrangle in Year 6. The only examples of unsatisfactory class organisation occur in information technology lessons. The school is getting to grips with making the most effective use of a very new information technology suite. However, the space allowed at the computers is too cramped for such big classes. Much time is wasted, merely trying to manage a difficult situation. This slows the pace of lessons and effects the amount of progress which pupils make.
2. The majority of teachers prepare their lessons appropriately. They use a good range of resources including videos and practical experiences. They use blackboards and whiteboards effectively, on the whole, but overhead projectors are not appropriately used against a blackboard. In one good Year 6 lesson, work on cross-stitch and creative design was well prepared on the board before the lesson started and this helped the lesson to get off to a brisk start. In one Year 4 class, particularly effective use was made of a classroom display to support work on circuits.
3. Most teachers use the balance of the time appropriately, but in some Year 3 lessons, pupils are not given sufficient time to complete their allotted tasks and this does not aid their progress. In lesson where time is used well, the "plenary" session is used to good effect, for example in a Year 5 mathematics lesson when a skillfully handled plenary on probability made pupils look forward to their next lesson.
4. The majority of teachers move around their classes effectively during a lesson, giving advice and making comments on work in progress. Work is marked in pupils' books on a regular basis. However, it is not marked in such a way that gives pupils good guidance on how well they have answered questions, or any points, which they may have omitted. Marking of tests, for example in science, is of better quality and is clearly related to what pupils are expected to know, understand and do to obtain the standards expected for their age.
5. Teachers often plan work on a day-to-day basis in English and mathematics so that they can review how pupils completed current work before they plan the next session. This is effective.
6. Homework gradually gets more difficult as pupils proceed through the school, however pupils do not have homework diaries, which tell parents, in detail, what it is their children have to do. Parents and pupils are involved appropriately in design and technology homework, for example, in making a carrier for eggs on "Egg Box" day.
7. Although the majority of parents supported the quantity and quality of homework provided, there were a significant number of parents in the returned questionnaires who had concerns. The inspection team feel that the amount of homework set is appropriate but the provision of a

homework diary would give parents accurate information about what their children are expected to do.

The Curriculum and assessment

8. The curriculum is broadly based, relevant and meets statutory requirements to teach all subjects of the National Curriculum and religious education. This is the same state of affairs as in the last inspection, overall.
9. Appropriate provision is made for health and sex education and attention is given to the dangers of drugs' misuse via local authority initiatives such as the "Crucial Crew" and visits by the community policeman. Year 6 pupils also learn about drugs in their science lessons.
10. There is no designated person in post with a good, overall grasp of the curriculum and this does not give sufficient strategic direction to the work of the school. There is not yet sufficient regard to the time available to teach the curriculum. There is no scheme of work or identified time slot to teach personal and social education. There is unclear provision for subjects such as, physical education where opportunities for indoor and outdoor lessons are not clearly scheduled in sufficient detail. The length of individual lesson times is not monitored with enough rigour. For example, in one class pupils received a 30 minute lesson in design and technology and in the parallel class it was an hour long lesson.
11. The school has developed its planning systems since its last inspection, when there were few schemes of work in place. This has resulted in significantly higher standards of attainment in the core subjects, especially in literacy, where strategies for the implementation of the national framework have been good. Long-term curriculum planning is sound. It is based predominantly on the specified frameworks for literacy and numeracy. Government guidelines for subjects such as science, design and technology, geography and history are being slowly introduced.
12. The school's medium-term planning is influenced by a number of knowledgeable co-ordinators who work hard within their subject to develop their area and to support colleagues in their planning and delivery. However, apart from medium-term planning where time allocation is already specified, for example the numeracy framework, there is insufficient detail about which aspects teachers will teach on individual weeks and this does not guarantee secure progress for all pupils.
13. Although daily and weekly planning does take place, this short-term planning has weaknesses. Inconsistencies in practice lead to differences in provision between classes. There is no secure whole school system for ensuring that teachers plan together in enough detail to ensure parallel classes teach exactly the same lesson. Similarly part-time support teachers are not sufficiently integrated into these planning meetings to improve their practice.
14. Provision for pupils with special educational needs is satisfactory. Teachers keep records of children on the special needs register in their planning files and individual education plans are appropriately maintained. Children with special educational needs receive more intensive support in literacy and numeracy by the provision of additional staff. Teachers from outside support services and teachers supporting government initiatives, for example additional literacy support, are better integrated into the whole curriculum for special needs pupils, than in the last inspection.
15. All pupils have equal access to the school's curriculum. However, children in the lower years, especially, are sometimes prevented from accessing the curriculum by the attitude and behaviour of

a small number of difficult boys, who disrupt lessons.

16. There is a suitable number of extra-curricular clubs, including football, rounders and reading. The school makes regular use of outside specialists to provide a number of other activities, such as gymnastics, lacrosse and music. The curriculum is suitably enriched by residential visits which are arranged in Years 5 and 6 to Fellside and Borwick Hall. There are many visitors to the school, and educational visits, such as Year 3 pupils' visit to Chester as part of their study of "The Romans", are an important part of the wider curriculum.

17. Procedures for assessing pupils' attainment are satisfactory. The school has a helpful and clear planning, assessment and reporting policy. Overall, teachers keep sound records of curriculum

coverage and assessments are carried out on a regular basis. Work sampling and inspection of books during lessons reveals that appropriate marking is regularly undertaken. Not enough use is made of the stickers and stamps used by some teachers to promote positive feelings of self worth amongst all children.

18. Assessment evidence from pupils' work and from both statutory and non-statutory tests is used effectively to plan for progress over the year and between years. All co-ordinators monitor their own subject area for the end of key stage tests. Standards in English, science and mathematics have risen significantly since the school's last inspection and higher attaining children are also making sound progress as a result of effective assessment being used to inform planning.

19. The school is now well placed to apply the rich data it has collated to the setting of specific curricular targets throughout the school in medium and short term planning.

Spiritual, moral, social and cultural

20. Provision for the spiritual, moral, social and cultural development of pupils is satisfactory. It makes a sufficient contribution to pupils' progress overall. However, there are weaknesses in the provision for spiritual development and in developing pupil's appreciation of the rich cultural diversity of the society in which they live.

21. Requirements for pupils' spiritual development are chiefly met through assemblies and through some aspects of the curriculum. Statutory requirements for the collective act of worship are met as pupils have a brief opportunity to reflect in silence and recite the school prayer. "Merit" assemblies are suitably used to highlight the value of personal effort and commitment, as well as academic success. In some aspects of pupils' learning, such as in religious education and art, they have opportunities to experience an emotional response and develop increased levels of self-knowledge. In history, for example, they are encouraged to empathise with children experiencing the deprivations of the Second World War. However, important opportunities to develop pupils' appreciation and spiritual awareness are missed in assemblies and many curriculum areas.

22. Provision for moral development comes chiefly through the satisfactory standards set by teachers in most classes. These ensure that pupils are aware of the levels of behaviour expected from them. They learn the differences between right and wrong, through such things as stories and assemblies. In religious education lessons, they receive positive messages of good moral behaviour through studying the major religions of the world and their tenets. Most teachers regularly reinforce the moral code and make clear to pupils the requirements of the school. Some reward

systems are in place to underpin acceptable behaviour.

23. The social development of pupils is appropriately provided for in lessons. Pupils are encouraged to play and work together in a friendly way and without unnecessary friction. In the classroom they regularly work effectively in groups and are suitably socialised in that setting. They learn to share materials and equipment and take their fair turn. However, inconsistencies in the way pupils' inattention and restlessness are dealt with in some classes, cause patterns of unsociable behaviour to develop. The school has a behaviour policy, but this is not sufficiently detailed to support those teachers who most need it. Where the policy is adhered to, teachers are successful in managing difficulties.
24. Provision for pupils' cultural development is satisfactory. They are introduced to a range of cultural experiences through their work, particularly in history, literacy, music and religious education. Pupils' learning is enriched through, for example, a well-established programme of history trips. Art does not contribute as well as it might do to pupils' cultural development. There is little evidence of pupils being given the opportunity to explore the works of artists, from past and present, or to look more widely at art from non-western cultures. Given the area's rich cultural heritage, opportunities are lost to develop pupils' understanding and knowledge. Pupils are enabled to learn more about the culture and environment of others through such activities as correspondence with a school in India. In religious education, they learn something of the beliefs, customs and practices of other people's faiths. However, at present, the school makes insufficient provision for developing pupil's appreciation of the rich cultural diversity of the society in which they live.
25. In the aspects of moral and social development, provision is not so good as at the time of the previous inspection. There is still no whole school policy to ensure that regular and consistent opportunities are provided to meet pupils' spiritual, moral, social and cultural needs in a systematic and organised way. The lack of attention paid to the necessary maintenance of the previously good provision has resulted in a fall in standards. There is no specific plan for pupils' personal and social development or adequate time provided within the present curriculum. Assemblies are not currently planned and recorded in advance. As a result, there is no structure in place to help provide better quality and to ensure that an appropriate balance of Christianity and other suitable religious material is included. Singing does not play a routine part in daily worship to provide an emotional dimension as well as raise the spirits. The lack of emphasis on spiritual matters in assemblies, identified in the previous inspection report, has still not been rectified.

74. **Support, guidance and pupils' welfare**

26. Provision for the support, and guidance of pupils and for pupils' welfare is appropriate. It makes an appropriate impact on pupils' attainment and progress.
27. Pupils with special educational needs are appropriately supported by their class teachers and other visiting teachers. Consequently they make satisfactory progress.
28. Procedures for supporting pupils' academic progress are satisfactory, overall. The school has a clear and helpful assessment, reporting and recording policy. Teachers keep both informal records and also monitor samples of pupils' work. The school has a marking policy, but in practice it is not used consistently to support pupils' progress and move pupils' learning forward.
29. Induction procedures for pupils starting in Year 3 are satisfactory. They include a ready exchange of information, an induction morning, and Year 3 teachers visiting the infants' school. Pupils transferring between classes are well supported. There is an exchange of pastoral and academic

information between teachers and pupils spend time in their "new" classes prior to moving up. Arrangements for transfer of pupils to secondary school are satisfactory, ensuring a smooth and effective transfer of pupils to the next stage in their education.

30. There is a lack of a secure system for behaviour management which supports all pupils, but especially younger pupils. The school's behaviour policy provides clear indicators of what is expected. It includes strategies to deal with lapses in good behaviour. However, it does not provide sufficient guidance on how to deal effectively with pupils with challenging behaviour.
31. Suitable provision is made for sex education and drug awareness education. However, there is no policy for personal and social education and no identified timetable slot. This does not aid the development of pupils' self esteem.
32. No instances of bullying or oppressive behaviour have been observed during the week of the inspection.
33. Monitoring and promoting of attendance are satisfactory, overall, although the level of unauthorised absence is well above the national average. The school has made some attempts to address this matter, but has not yet had sufficient impact on improving attendance rates.
34. Satisfactory links are maintained with the education welfare officer and suitable attendance information is reported to parents in pupils' annual written reports.
35. The headteacher is the named person responsible for child protection issues in the school. However, not all staff have been given up-to-date training in order to identify or react to child protection issues.
36. Procedures for promoting pupils' wellbeing, health and safety are satisfactory overall. Risk assessment is on-going and has been completed for day and residential trips and swimming. The school carries out appropriate risk assessments in conjunction with the governors. The school has satisfactory procedures to report health and safety concerns and to record any subsequent remedial action taken.
37. Regular checks of equipment are completed and fire drills occur at regular intervals. These are correctly recorded. Satisfactory procedures are in place to care for pupils who become ill or get hurt whilst at school. Sufficient staff are trained in first aid and injuries are recorded systematically.
38. The previous inspection report noted that the quality of support and guidance and the provision for pupils' welfare was very good. However, this aspect is now only satisfactory overall.

87. **Partnership with parents and the community**

39. The partnership with parents and the community is satisfactory overall and this makes a suitable contribution to pupils' attainment and progress. In the parents' meeting and the questionnaire completed prior to inspection, the majority of parents were supportive, believing that the school encourages their involvement, is approachable and that their children like school.
40. However, a significant number of parents raised concerns that they do not have a clear understanding of what is taught, they are not well enough informed about their children's progress and that the provision of homework is unsatisfactory. Other concerns were that some children's behaviour is not good enough and also they felt there was only a limited range of after school activities. These issues were not identified as being of significant concern in the previous

inspection report. The school has not continued its previous good partnership with parents.

41. The quality of information provided for parents is satisfactory overall. Suitable newsletters written in an appropriately friendly style are sent home monthly. These keep parents informed on such matters as sporting achievements, attendance and important dates in the school year. The prospectus, although generally satisfactory, gives only limited information and does not show pupils' attendance information.
42. The governors' annual report shows many examples of pupils' work, is stylish, and gives parents a valuable insight into the work of the governing body and of the school. However, there is no statement on the provision made for the admission of physically disabled pupils.
43. The quality of pupils' annual written reports is satisfactory overall. However, many reports do not provide sufficient detail of how well pupils' work was done and do not set appropriate targets for improvement. The school provides parents with an appropriate number of opportunities to discuss their children's progress, and, through annual written reports.
44. Parents of those pupils who have statements of special educational needs are suitably involved in their children's education overall. The school keeps good records of any parental concerns and the action it has taken to meet them.
45. Parental involvement in children's learning is satisfactory overall. Parents' evenings are reported as being very well attended. Parents are encouraged to help in school and a small number do so effectively, on a regular basis. They give time to activities such as helping with swimming, cooking, working in the library and on supporting school trips. A small but significant number of parents attend class and achievement assemblies and termly concerts if their children are involved. Parents support fund-raising activities organised by the school that make a valuable contribution to school resources. For example, reading books to support the literacy hour.
46. The school has satisfactory links with the community. These include links with the church and primary and secondary feeder schools. The links with secondary schools particularly enhance aspects of curricular provision, for example, in music, science and technology. The school takes every advantage of local education initiatives to improve links with the community. There are very good links with the community police liaison officer who visits the school regularly and talks to pupils in their classes about a range of issues.
47. In the view of the inspection team, parents are right to raise some concerns about the information they are given about what is taught, the provision of homework, the unsatisfactory behaviour of a minority of children and the range of after school clubs. The school needs to consider ways in which to improve this situation.

96. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

96. **Leadership and management**

48. The quality of leadership and management is satisfactory overall, although there are some weaknesses, for example, the role of the governors.
49. The school put together a satisfactory post-inspection plan and consequently, has made satisfactory progress in addressing the key issues. The school has a satisfactory capacity for future improvement.
50. There is a clear educational direction for the work of the school, overall. The school management structure is changing from having a headteacher plus three teachers forming an experienced senior

management team. This is due to the opportunity created by an experienced teacher leaving. At present, there is only one person on the senior management team and an acting deputy headteacher. This temporary structure has only been in place for a short time, but teachers are clear about their roles and responsibilities. However, this situation has created some gaps. For instance, the fact that no one person is in overall strategic charge of the curriculum. Moreover, both the senior teachers are out in the mobile classrooms, which doesn't give sufficient leadership to the lower end of the key stage, as there are no key stage co-ordinators.

51. There are knowledgeable co-ordinators in place for most of the subjects. The school has made good efforts to appoint teachers who have expertise in areas, such as design and technology, but these plans have not always succeeded as teachers have left the school. All co-ordinators have action plans, monitor teachers' planning and collect samples of pupils' work. This is effective and an improvement since the last inspection.
52. The National Literacy Strategy has been effectively implemented and has been effective in raising standards in English. The National Numeracy strategy has been satisfactorily implemented in the short time it has been in place.
53. As in the previous inspection, the school development plan is detailed, soundly linked to the aims of the school and comprehensive in all aspects of school planning. It identifies curriculum priorities for 99/2000 for high level, low level and maintenance attention. It contains appropriate action plans, the personnel involved, timescales, resources, appropriate success criteria and arrangements for monitoring and evaluation. There is some information about the costs of these projects.
54. The school has compiled useful evidence concerning the efforts it has made to raise standards. The school analyses the results of the standard assessment tests and uses local education authority data to see how they stand in regard to similar school. The co-ordinators in English, mathematics and science are clear about which questions pupils at the school find difficult in assessment tests. The school has made good efforts to address these problems at an early stage, for example, in science Year 5 teachers are already improving pupils' knowledge both in classroom displays and in their lesson planning, so that that pupils are well prepared for assessment tests. The school has set appropriate targets for improvement and this is an improvement since the last inspection.
55. The school development plan identifies appropriately, school improvement through focussing on the process of teaching and learning as one of its targets. The headteacher has made appropriate plans to monitor two lessons each term, for example, in autumn 1999 literacy is to be observed and in spring 2000 numeracy will be observed. The headteacher has a comprehensive file of observations of a variety of subjects, which she has monitored over time. Targets for improvement in individual teaching are also set as a result of these visits. The school has suitable plans to give staff some training on monitoring and observation in 2001, so that they too can carry out lesson observations in an informed manner.
56. The management of pupils with English as a second language is satisfactory overall. Teachers are clear about pupils' needs and the school has made suitable provision for the occasional pupil who needs to learn English.
57. The management of special educational needs is satisfactory. The experienced special educational needs co-ordinator is now class teaching full time. Two part-time teachers are delivering support to the lower sets for numeracy and literacy. While this is satisfactory, the part-time teachers who have received limited training in government initiatives are not sufficiently involved in year group planning of literacy and numeracy to make the most impact on pupils' progress. Teachers are fully aware of the special needs pupils in their class. They receive appropriate support in most classes

and most pupils make suitable progress for their ages and abilities.

58. The school reviews individual education plans on designated days every six months. At present, the special needs co-ordinator has written all individual education plans, but this is too heavy a workload for a class teacher. The quality of the individual educational plans is satisfactory overall, but targets are not sufficiently specific to allow the teachers to decide whether pupils have been successful in achieving their goals.
59. Equal opportunities are satisfactorily managed, overall. There is an appropriate policy for equal opportunities in place, but there is currently no designated person in charge of monitoring equal opportunities. The management of equal opportunities for boys and girls is satisfactorily carried out. However, in a few classes the lack of an effective behaviour management system means that all pupils do not have an equal opportunity to learn.
60. The governing body is experienced and committed to the school, but they do not have sufficient impact on the management of the school. They have very recently realised that meeting once a term is not sufficient to have a strategic overview of school management. There are committees for premises, personnel and finance, but until very recently no committee was established to consider school curriculum initiatives or raising attainment. There are no routine arrangements in place for governors to monitor teaching or subjects. There are identified governors in place for literacy, numeracy and special educational needs. However, neither special educational needs, nor rates of exclusion, have been routinely discussed at governors' meetings for some time.
61. They fail to meet statutory requirements in the following ways. The school prospectus does not show pupils' attendance rates; the governors annual report to parents does not give information about the admission of pupils with learning disabilities and the steps taken to ensure that they are not treated less favourably. The procedures for teachers' appraisal are not in place. Due to the limitations of space the school does not have a separate medical room.
62. The school has a variety of appropriate aims. For example, to deliver broad and balanced relevant curriculum; to develop children's competency so that they can play a full part in community as citizens of 21st century; for pupils to be self motivated learners with good self esteem; and to manage both resources and the school budget; and to foster a caring environment. Overall, the parents are supportive of these aims. The school is partially successful in meeting its aims, but where there are weaknesses, it affects the ethos of the school.
63. The school ethos is satisfactory, overall, but it has some weaknesses. The school's ethos is good in the Year 6 mobile classrooms, where there is an attractive learning environment, good relationships and a hard working atmosphere. However, senior staff and Year 6 pupils do not have sufficient influence on the ethos in the main building.
64. The school is clearly committed to raising standards. Most teachers have used classroom displays to make their classrooms attractive learning environments. However, few displays are dedicated to raising pupils' self-esteem. The appearance of the corridors detracts from the ethos of the school, for example, the collection of unmatched furniture, which is stored there, and the appearance of the ceilings in some areas. Assemblies are both too brief and too fragmented to make an impact on the ethos of school life. The lack of a secure structure for behaviour management means that, too often, raised voices can be heard in classrooms or teachers talk over the top of pupils' activities.
65. The school was judged to have good leadership and management in the previous inspection. In the view of the inspection team, the weakness in leadership and management is caused by the

governors not carrying out their responsibilities.

114. Staffing, accommodation and learning resources

66. There are sufficient, suitably qualified teachers to match the demands of the National Curriculum. Where teachers hold responsibility for subjects, which were not part of their initial qualification, most have attended appropriate courses to support their work.
67. Provision of support staff is unsatisfactory. There is an insufficient number to give support, in such large classes, particularly for older juniors. There is a need to analyse the role and function of support staff and ensure that their professional development contributes to their effectiveness.
68. Arrangements for the professional development of teaching staff are satisfactory. They attend meetings and training sessions which meet some identified school priorities and professional needs. Training for the introduction of the National Literacy Strategy and the National Numeracy Strategy has been a recent priority. Teaching staff have not experienced the benefit of a recent appraisal of their professional performance. This means that statutory requirements are not met. However, the headteacher regularly monitors teaching in the classrooms and sets targets as a result of her observations.
69. The school secretary and caretaker provide effective support to the headteacher in ensuring the smooth day-to-day running of the school. The school does not have its own policy for the induction of new teaching staff. However, a member of the senior management team has responsibility to co-ordinate and takes responsibility for the induction and monitoring process and for providing support and guidance for newly qualified staff.
70. The accommodation is satisfactory and places no significant limitations on the curriculum. Classes are generally of satisfactory size and year groups are organised in adjacent classes. Two Year 6 classes are housed in a mobile classroom. The school hall provides sufficient space for indoor games, gymnastics and school assemblies. There is a spacious and attractive library and a separate information technology suite. The school does not have a medical room. The building has not been adapted for pupils with physical disabilities. However, no pupil currently at the school suffers from restricted access.
71. Maintenance of the accommodation is poor. The condition of corridor roofs and ceilings are a particular cause for concern. There are holes exposing rusty metal and masonry. The previous report noted that there was a lack of maintenance of the school buildings, and maintenance has not improved.
72. Externally, the hard surfaced and grassed area provides sufficient space for play and learning activities but do not provide a sufficiently stimulating environment. For example, the spacious quadrangle is underdeveloped as a learning resource. It does not contain any features, to stimulate pupils' imagination. The school grounds include a detached field.
73. The quality and quantity of resources for teaching and learning are adequate overall to meet the needs of the curriculum. Resources in art, English and information technology are good. This is an improvement since the previous inspection, when resources were reported to be unsatisfactory in information technology. The resources for pupils with special educational needs are satisfactory overall.
74. The school library is spacious and attractive, with books well-catalogued for ease of use. It contains a suitable range of fiction and reference books. Resources beyond the school are used

effectively. Visits enrich the curriculum in geography, science and history. The school makes good use of the local education authority's book loan service.

123. The efficiency of the school

75. The quality of financial planning is satisfactory overall and this contributes appropriately to the standard of pupils' education. The headteacher prepares a comprehensive review of the school's needs in the school development plan and supplies budget costs where appropriate. The school works in conjunction with the local education authority to provide an appropriate budget for their needs. The governing body has supported the school by maintaining an overview of the school budget.
76. The school has prudently appointed classroom assistants and teachers on temporary contracts, to ensure that it has maximum flexibility, when it appoints a deputy headteacher in the near future.
77. The annual income that the school receives is low, when set against national figures and the school anticipates that it will spend its reserves during the current school year. In order to make the budget balance in previous years, the headteacher has provided supply cover for classes. Separate funding, available to support pupils with special educational needs, is used appropriately, and the overall provision is satisfactory.
78. All teaching staff are deployed in such a way to make appropriate use of their experience and expertise and this is similar to the last inspection. The use of the present small number of support staff is satisfactory overall, and is suitably focused in assisting groups of pupils in Year 3. The school makes satisfactory use of the accommodation, to deliver the present curriculum. The school is appropriately resourced overall and makes suitable use of these resources.
79. Within the school both the financial control and administration are satisfactory and the school secretarial staff provide effective support. Appropriate administrative procedures to control and monitor income and expenditure have been established. The school has set an appropriate timetable to address the recommendations of the very recent audit report. Daily routines, for example for collecting monies, are well established and contribute to the smooth running of the school.
80. When the average social and economic circumstances of the pupils, and their average levels of attainment on entry, together with their below average unit costs, are set against their overall attainment and satisfactory progress, the satisfactory teaching and satisfactory attitudes and behaviour of pupils, the school provides satisfactory value for money. This is not as good as at the last inspection.
- 129.

129. **PART B: CURRICULUM AREAS AND SUBJECTS**

129. **ENGLISH, MATHEMATICS AND SCIENCE**

129. **English**

81. Pupils make good progress throughout the school in all aspects of English. By the time they reach the end of the key stage they have achieved above average levels of attainment. The results of 1998 National Curriculum tests for eleven-year-olds show that the proportion of pupils reaching the expected Level 4 was above the national average. The proportion of pupils reaching the higher Level 5 was also above the national average. When compared with similar schools these results are well above national figures. The results of the 1999 national assessments confirm this.
82. There is no significant difference between the performance in these tests between boys and girls. Evidence gained during the inspection supports these good results. Overall, there has been a steady improvement in standards of attainment in the subject since the previous inspection.
83. Pupils' speaking and listening skills are good overall. Most pupils listen quite carefully and this has a beneficial effect on other aspects of their learning. Speaking skills are progressively developed as they move through the school, although good opportunities to develop speech are not provided evenly across all classes. Not all year groups are equally well managed to promote the same good quality of oral interaction. However, by the time pupils are in Year 6 they have acquired an easy and assured approach to speaking out. They are able to address the whole class with impressive confidence and can make good presentations of their ideas and interests. Their audiences listen very carefully and give polite and supportive attention to all speakers.
84. Standards in reading are good. Effective progress is made as pupils build quite rapidly on the generally average standards with which they start. Structured methods successfully foster a measurable growth in the development of skills. Due to the appropriate amount of time and resources directed towards reading, the majority of pupils become capable readers for their ages. Many pupils read with fluency and accuracy from a wide range of books. They have acquired a variety of strategies to help themselves with unfamiliar words and so become independent readers fairly quickly. They are able to select information from relevant texts and to use non-fiction and other reference books profitably. Standards of even the weakest readers are sufficiently well-developed to enable them to cope satisfactorily with everyday class work. The overall good standards in reading have a measurable effect on pupils' work in almost all curriculum areas.
85. These good standards in reading are most notably reflected in the good standards in writing. Good use is made of planned literacy work to systematically develop pupils' abilities in expressing themselves on paper. From an early stage, pupils are taught to make sensible use of drafting books to plan and organise their work. In this way they are encouraged to think carefully about their writing and are trained to constantly consider ways of improving it. They can construct and create their own text in various useful activities and tasks. A few younger pupils do not always produce work of sufficient quantity for their age and, for these pupils, progress is satisfactory only. The range and quality of pupils' written work improves substantially as they reach the higher classes. As greater demands are placed on them, pupils extend the breadth of skills required to present work of a higher standard. They write well in a variety of styles and for real and imagined readers. They routinely produce letters, scripts, personal ideas and inventive diaries. They conduct interviews, write genuine instructions and report on real events effectively.

86. The majority of written work is well supported by a sound structure of grammar and knowledge of the common conventions of writing. Pupils use their growing awareness of, for example, joining words and appropriate punctuation, to further improve their writing. Standards in spelling vary but are satisfactory overall. Most pupils possess at least satisfactory, and often good, methods of identifying and satisfying their own vocabulary needs. Younger pupils regularly use wordbooks of suitably differing levels of difficulty. Older ones use suitable dictionaries and thesauruses routinely and efficiently.
87. Handwriting and the general presentation of work are at least satisfactory throughout the school with many pupils producing clear and attractive work. Although a number of pupils are beginning to use word-processing programs, information technology is generally underdeveloped in the subject.
88. Pupils with special educational needs make sound progress. They are suitably supported and acquire improving standards of literacy as they move through the school. Satisfactory attention is received, particularly through the current system of small group teaching. Most pupils benefit from this focussed attention and as a consequence are able to take part in general class activities.
89. Pupils' response in English lessons is good. It is largely matched to the quality of teaching in the subject. Behaviour is usually quite good, and the generally favourable response of pupils has a positive impact on the standards they achieve in class. Most pupils give teachers their attention appropriately and benefit from the generally well-planned literacy lessons in which they take part. They respond well to the now familiar pattern of these sessions and join in all oral work properly. They mostly settle sensibly to the written tasks assigned to them and show reasonable enthusiasm to complete the work. Concentration is gradually increased, as they become more mature and capable of remaining on task longer.
90. The quality of teaching, although variable, is good overall and occasionally very good. Teachers plan their literacy lessons well to meet the requirements of the strategy and also the learning needs of the classes. Increasing familiarity with regular literacy sessions is producing a greater confidence in meeting the demands of the initiative. Most teachers manage to convey to pupils the good standards of work they expect from them. Some lessons are injected with a degree of excitement, purposefully planned to engage pupils' immediate attention and maintain their interest. An appropriate balance between verbal communication and written tasks is usually organised, though a few lessons allow too little time for pupils to gain maximum benefit from the period of independent work. The majority of teachers are good at reinforcing previously taught material and explaining the nature of new work to be undertaken. The small amount of unsatisfactory teaching observed was characterised by weakness in behaviour management and unacceptable levels of noise leading to underachievement by pupils.
91. There is currently no permanent curriculum co-ordinator for English. However, recent responsibility for the subject has ensured that the school has introduced the National Literacy Strategy with some success. There is a sound policy for English in place and this is due to be reviewed soon as part of the school's on-going curriculum development. Schemes of work, appropriately adapting the National Literacy Strategy to the specific requirements of the school have not yet been put into place. Arrangements for the assessment of pupils' progress are satisfactory. Pupils are regularly tested and work undertaken is appropriately monitored. Records are effective in ensuring that an overview of pupils' standards is maintained.

Mathematics

92. In the 1998 National Curriculum assessments for pupils aged eleven, results indicate that the number of pupils reaching Level 4 was close to the national average, but the percentage of pupils attaining Level 5 was below the national average. In the 1999 National Curriculum assessments of pupils aged eleven, the school has increased the proportion of pupils at Level 5, whilst maintaining the percentage achieving Level 4. Inspection findings agree with the latest results.
93. The overall performance of the school in comparison to schools with a similar background is above average and results over the last three years are improving.
94. Pupils make sound progress over the course of the key stage and the improvement overall in the percentages of pupils reaching higher attainment levels indicates that progress has been made in this area. The school's procedures for assessing attainment and planning for improvement have been a key to their success.
95. The school has allocated additional time to the teaching of mathematics in the last year through "booster" classes and has targeted specific pupils' needs in its identified priority to raise standards of attainment. This shows a clear improvement.
96. The pupils are taught in three ability sets in Years 4-6, but in their own classes with support from classroom assistants in Year 3. There is a joint lower ability set for Years 4/5 and a lower ability set for Year 6. These procedures work effectively.
97. Pupils at the lower end of the key stage begin their lessons confidently, by using digit cards to demonstrate their ability to manipulate two and three digit numbers, for example 20 and 102. Pupils in Year 6 switch confidently between their own digit cards to decimal cards and number fans, as their teacher takes them through a very rapid assessment of doubling and halving, prime numbers and proper and improper fractions, before moving on to the main activity of the lesson.
98. At the time of the inspection pupils in Years 3 and 4 were working on shape. Many pupils in Year 3 confidently recognise three-dimensional shapes, such as, a cube, a prism and a sphere. They are aware of the numbers of sides and corners, which occur in two-dimensional shapes. Pupils in Year 4 classes match appropriately three dimensional shapes to their "nets" (a diagram that can be folded to make a solid shape) on worksheets. They use their rulers carefully to measure accurately when they are cutting out their own "nets". Higher achieving pupils worked out their own solutions when their nets didn't join together correctly. Lower achieving pupils in Year 4/5 measure the sides of shapes such as a "diamond" or a "rectangle" and enter their results on a worksheet. However, they have difficulty in measuring more complex shapes. Pupils in one Year 5 set know their timetables for 7 and 9. They understand negative numbers. They can explain well the differences between a bar chart and a bar graph. Higher ability pupils understand clearly what probability is and they could explain the chances of, for example, rolling more sixes with a dice than any other number.
99. Work scrutiny reveals that all programmes of study have been covered, by the use of a variety of commercial schemes of work.
100. Pupils behave well and are anxious to please and willing to offer answers. They collaborate effectively. They listen well to one another's explanations and take pride in the way that they set out their work. Occasionally, one or two pupils find it difficult to maintain the concentration necessary, but where the lesson has a brisk pace and a confident teacher, pupils respond well.
101. The quality of teaching is variable, ranges from good to satisfactory, and overall it is satisfactory.

Where it is good, teachers have a good understanding of the requirements of the curriculum, and expectations of good behaviour are understood by all pupils. Questioning is effective because it is focussed on the learning objectives. Lessons are well planned with a clear division between the introduction, the main activity. The plenary session reprises the learning and rehearses what is to come, and is used well. Overall, learning is planned effectively, particularly at the upper end of the key stage, where planning provides a clear match to all abilities and extends the higher attaining pupils. Where weaknesses in teaching occur, they generally lie in a lack of confidence in keeping all the pupils on task during periods of whole class teaching. This can result in hurried delivery and missed teaching and learning opportunities. Marking is carried out regularly. Homework is used appropriately.

102. Very limited evidence of the use of information technology was found either in the scrutiny of previous work or in lessons seen during the inspection. This does not aid pupils' progress.

Science

103. In the 1998 national assessments of pupils aged eleven, results show that pupils were close to the national average at Level 4, but were below the national average at Level 5. The school's results in 1999 improved at Level 5, but were similar at Level 4. Inspection findings indicate that by the end of the key stage, pupils are in line with the national average.
104. In comparison with similar schools, pupils' performance is above the national average. Boys and girls attain equally well.
105. Pupils in Year 3 read the information on a range of food labels and answer successfully questions about the varying amounts of fat, salt and minerals in such food. Lower achieving pupils need adult support to carry out this task successfully. Pupils in Year 4 work co-operatively in groups to find out what happens when you add another battery to a circuit. Before they began their work, most pupils could predict what might happen. Questioning at the end of the short lesson, however, reveals that all pupils were not clear about exactly what had occurred. Pupils in Year 5 talk about the effects of evaporation and condensation, using the correct vocabulary. They are keenly observant, whilst watching an experiment with a kettle of boiling water and a sheet of perspex. They give sensible reasons why water placed in identical containers, at separate locations around the school, evaporates at different rates. Pupils in Year 6 discuss confidently a range of drugs and their potential "side effects". They translate their knowledge and understanding into bright, attractive, posters warning other pupils about drugs. Work scrutiny reveals that such pupils produce graphs of resting pulse rates and they complete satisfactorily investigations about electrical circuits and the problems, which can occur. They explore appropriately, balanced and unbalanced forces.
106. At the time of the last inspection, barely half the pupils reached Level 4 in 1995 and a substantial number of pupils had still not achieved this level in 1996. The school has made good improvement over time to reach the standards demonstrated by the 1999 results. The current rate of progress is satisfactory, as pupils move through the key stage. The school has achieved its improved results by analysing the strengths and weaknesses of pupils' answers to the standard assessment tests and by routinely assessing pupils and marking their tests with National Curriculum levels. This has clearly been effective in raising standards. In addition, there is now a clear drive in Year 5 to make pupils understand those specific areas which previous pupils found difficult. The school's use of notebooks to record scientific vocabulary is helpful in this matter. There is clear evidence of pupils routinely using their mathematical skills in science and this aids their progress. However, there is very limited evidence of pupils using their skills in information technology in order to

support their work.

107. Pupils' response is satisfactory overall and sometimes better than this standard. They have positive attitudes to science. Pupils work together co-operatively when carrying out practical work. Individual pupils are very willing to act as monitors, for example, to note the temperature in various parts of the school or to retrieve containers of water. They take good care of resources, for example, in one lesson where jugs of iced water were left on tables throughout the lesson, not a drop was spilt. The vast majority of pupils concentrate well in lessons. Year 6 pupils in particular worked diligently on their posters.
108. Teaching is satisfactory, overall, and sometimes better than this standard. Teachers are gaining confidence in teaching the subject. They use their experience in teaching the literacy hour to use introductions and conclusions to lessons effectively, in order to reinforce key messages. This was particularly well done in the co-ordinator's lesson on "evaporation" and "condensation". Relationships are positive overall and this aids the management of lessons. This is particularly so in the Year 6 classrooms. In one Year 4 lesson on circuits, the classroom display was effectively used to revise pupils' previous knowledge on how circuits worked. Marking is conscientiously carried out, but does not give pupils sufficient advice on how well they have answered questions and which points they have omitted. Work sampling reveals that teachers in parallel classes need to plan together in much more detail to ensure that they are delivering the same lessons in the same amount of depth. In some classes there is an over-reliance on worksheets, which do not allow all pupils to reveal what they know, understand and can do.
109. The co-ordinator is effective in her role in supporting colleagues and monitoring pupils' books and displays. She has made a clear impact on the organising of resources and they are now accessible to teachers but not to pupils.

Information technology

110. By the end of Key Stage 2, standards are below what might be expected nationally and progress is satisfactory.
111. In the previous report standards were below the national expectations and attainment was patchy. The low level of pupils' skills limited work across the curriculum and pupils were poor at discussing the application of technology. Pupils were judged to be making very slow progress. Progress since that point has improved but the school started from such a low level that attainment has not yet reached national expectations. There are no effective assessment procedures of what pupils know, understand and can do, and this is limiting the rate of pupils' progress. In lessons observed progress is sound because pupils are learning step-by-step how to operate the new computer system.
112. The school's involvement in the National Grid for Learning has improved resources. The school has a very recently opened computer suite. The project is beginning to make an impact on teachers' skills, knowledge and understanding. The school has good plans to address the development of teachers' skills.
113. Pupils in Year 6 are beginning to understand how to access the Internet in the computer suite. Under supervision they are being guided to use the mouse to scroll through files and directories in the approved manner. Pupils have successfully used a digital camera to take a photograph of other pupils. They use satisfactorily word processing programs and "clip art" to produce short pieces of

work, such as, invitations and jokes with speech bubbles. Conversations with random samples of Year 6 pupils, by several inspectors, shows that such pupils who have computers at home are regularly using CD Roms, accessing the Internet and saving and printing their work. However, their overall attainment is below national expectations, because they are not routinely using information technology skills, both independently and working in small groups, in order to produce extended pieces of work for a real purpose.

114. There is a variety of evidence to show that, throughout the school, pupils are beginning to use an appropriate range of programs to support subjects across the curriculum. Pupils have good opportunities to use a range of technical equipment. For example, most Year 5 and 6 pupils have used the photocopier to produce work. Pupils in Year 4 have used tape recorders to tape their own compositions.
115. Pupils' response varies from good to unsatisfactory but is satisfactory overall. Most pupils are surprisingly tolerant of sitting in cramped positions, without satisfactory access to computers. Small numbers of pupils in most classes were irritated by the situation. Pupils become noisy when working so close to each other. In the best lesson seen, Year 5 pupils rose to the challenge of co-operating in writing instructions. When talking to individuals and small groups of pupils they demonstrate positive attitudes to using computers.
116. Teaching overall is satisfactory. During lessons seen during the inspection teaching ranged from good to unsatisfactory and was overall satisfactory. Teachers were giving direct instruction to pupils and this is an improvement since the last inspection. Teaching has moved pupils' attainment from "very slow" progress to satisfactory overall. Teaching is not satisfactorily based on what pupils already know, understand and can do and this does not aid progress.
117. During the inspection teachers were using the computer suite for the first time and learning how best to organise large classes in a cramped space. Consequently, the pace of lessons was sometimes slow. Teaching is currently rather laborious, while teachers go through required vocabulary and procedures. Teachers' subject knowledge matches the requirements of the lessons they are teaching, for example, how to use the Internet.
118. The best lesson seen was well integrated into the literacy hour. It proceeded at a brisk pace, had good relationships between teacher and a group of pupils and this ensured their good progress. The teacher used the time well to demonstrate how to use the computer effectively to write a series of instructions in order to make a cheese and tomato sandwich.
119. The co-ordinator has worked extremely hard to get the computer suite up and running. She is used for advice by her colleagues and has put in place systems such as computer diaries, which record program usage.

Religious Education

120. Pupils of all abilities make satisfactory progress throughout the school and meet the expectations of the locally agreed syllabus for Religious Education. This is a similar finding to the judgements of the previous inspection report.
121. Pupils use the experiences they have gained of different religions to develop concepts of variation and similarity in belief. Younger pupils in Years 3 and 4 know a few facts about Christianity and

are able to identify some practices. They have visited a local church and are able to describe elements of Christian baptism and its effects. Pupils know something of the Bible and its importance to Christians. They remember a little about the life and times of Jesus Christ and his teachings. They also study Sikhism and learn, through stories and discussion, the most significant features of the religion. Pupils are building up a sound store of knowledge of religions, including Judaism, on which to develop further ideas as they move through the school.

122. Older pupils are aware that different religious groups celebrate festivals in different ways and that there are sometimes common features. Pupils are able to appreciate some of the artefacts used in Islam and the importance of the rules and teachings of that religion. They can make simple comparisons between certain Muslim celebrations and Christian practices. They are beginning to understand the part that events, such as the Hindu Festival of Fire and Light, play in the life of believers. They can appreciate basic elements of a relevant story and identify similar experiences in western culture. They know that tradition is an important aspect of many religions and that similarities can be recognised between them. Ideas developed earlier contribute satisfactorily to a gradual increase in religious knowledge, though there are some weaknesses in elementary knowledge of Christianity.
123. Pupils' response to teaching in classes is satisfactory. They are generally fairly well behaved and co-operate with the teacher. They answer questions put to them confidently and show willingness to contribute to discussion. Many show interest in the topics they are studying and occasionally pose thoughtful questions. Younger pupils seem aware that religion is special in some way and that it is necessary to show respect towards the beliefs of others. All pupils handle artefacts carefully and show appropriate regard for them.
124. The quality of teaching is satisfactory overall, and occasionally good. Lessons are soundly planned. Teachers communicate clearly to pupils the expectations they have for the lesson and ensure that pupils complete the work assigned to them. Teachers' knowledge of the subject, although not a strong feature, is generally sufficient. Classes are suitably managed and pupils are encouraged to show a proper respect for various elements of the subject. In the best teaching, communication skills are good and an interested manner ensures that pupils' attention is well held. As a result, good progress is made during the lesson and pupils better placed to achieve more.
125. The subject receives good management from the co-ordinator. On-going developments in restructuring new agreed syllabus requirements are effectively organised. Overseeing and monitoring teachers' work and planning in all year groups is beginning to ensure that improvements in standards are starting to take place. The subject is now better placed to develop further and play a richer part in the wider curriculum.

174. **OTHER SUBJECTS OR COURSES**

Art

126. By the end of Key Stage 2, standards are in line with what might be expected nationally. All pupils including those with special educational needs make satisfactory progress. This is similar to the last inspection.
127. Some pupils in one Year 3 class sketch their eyes and eyebrows. Most pupils produce careful work for first attempts, but were reluctant to improve their sketches. They were able to select the appropriate tools for their task, but were careless in using them. Pupils in Year 4 produce an

attractive display to support their work on fractions, which shows bold use of colour and line. Year 5 pupils produce their own interpretation of Islamic art. By the end of the key stage, pupils explore the range of resources available to them and use paint, pastels, chalk and print making tools effectively. Pupils in Year 6 show good investigative skills when considering a Victorian sampler. They understand that a good drawing might not transfer well to squared paper. All pupils know that they need to place their design in the middle of the paper to obtain the most effective results. Most pupils produce appropriate work, which was based on their initials, name or date of birth. Displays in Year 6 show mathematical shapes being "exploded" to produce aesthetically pleasing designs and reflective symmetry is used to produce patterns based on the pupils' names.

128. Pupils' response is positive, they show an interest in their work. Pupils at the end of the key stage are enthusiastic and committed to the task in hand. They share class discussions about each other's work with sensitivity and cooperation. Relationships between pupils and with staff are good. Overall, younger pupils show the same enthusiasm but, occasionally, learning can be deflected by inappropriate calling out and silliness.
129. The quality of teaching is satisfactory overall. Teaching is at its best where planning is appropriate and where teachers' expectations are clear. Confident teaching, a good pace to the lesson and good questioning skills all draw out the best in pupils. However, where teaching is unsatisfactory, the task is not successfully matched to the ages and abilities of the pupils. The lack of positive behaviour management strategies means that lessons are disrupted and pupils do not have sufficient time to make the progress, which they should do.

Design and technology

130. By the end of the key stage, pupils' standards are in line with what might be expected nationally for pupils of their age. All pupils, including those with special educational needs, make satisfactory progress through the key stage overall.
131. Examination of previous work reveals that pupils in Year 3 can assemble and disassemble packaging and they are able to explore the "surface" which the separated packaging makes. Pupils in Year 4 disassemble a torch and they consider carefully the range of reasons for its construction, shape and design. Pupils make good links to their work in science, and understand that it is a circuit which makes the torch work. They draw good, detailed, labelled diagrams of the different parts of a torch. Many pupils list the materials and tools that they would require to construct a torch and the order in which they would try to do so. Higher ability pupils do this well. Pupils in Year 5 sample biscuits eagerly and describe the range of flavours and textures they find when eating and handling them. Pupils in one class complete a table to summarise their findings.
132. Examination of previous work and conversation with Year 6 pupils shows that they undertake a range of design and construction work. They can clearly recall the bridge building project, which they undertook as Year 5 pupils in conjunction with the local high school. Some of their designs show evidence of careful measurements and costings. Conversation with pupils and their written evaluations of their projects, show that pupils have very clear ideas why projects did not succeed, for example the structure was not strong enough. They also learnt valuable lessons about co-operating in groups and how not to spend too much time arguing about design, and leaving too little time for construction.
133. Pupils' response is overall sound, in some classes and in conversation with Year 6 pupils, it is

good. The majority of pupils work together well to carry out practical tasks. Most pupils were motivated by the idea of sampling biscuits, but a few pupils did not work together well. Classes are sometimes rather noisy when there is not clear guidance given on what is acceptable. Year 6 pupils were enthusiastic about their projects. Pupils in Year 5 showed good initiative in finding dictionaries to check spellings and definitions of words, when sampling biscuits and reporting their findings.

134. Teaching is sound overall and this is better than in the last inspection. In the best lesson seen in Year 4, the teacher used her time well to support groups of pupils to ensure that they thought about the reasons for their findings and this aided their progress. Introductions to lessons are used well to introduce new ideas and vocabulary. However, work sampling and lesson observation reveals that teachers do not have equivalent amounts of time to carry out lessons and that the same lessons are not taught to parallel classes. This does not give all pupils the chance to make the same progress.

Geography

135. By the end of Key Stage 2, standards are at least in line with what might be expected nationally. All pupils, including those with special educational needs, make satisfactory progress. Standards have been maintained since the previous inspection.
136. Most pupils in Year 4 understand and can explain satisfactorily the stages in the development of a river, before applying that understanding to their own locality. Pupils in Year 5 discuss thoughtfully the reasons behind the siting of Manchester Airport. They use atlases to examine road and rail links, population growth and the proximity to foreign places. Some pupils use their information technology skills to construct a map to support their learning. Year 6 pupils consider the environmental issues that face families in a different climate, with differing social and economic circumstances. They show a good understanding of the consequences of actions on a precarious environment.
137. Pupils' response to the subject is at least satisfactory and is at times good. They are interested in issues that they can see relate to their own lives and are willing to share their experiences with each other in group and collaborative situations. Pupils share resources willingly and are eager to complete their work. They are keen to talk about their conclusions with each other and with their teachers.
138. The quality of teaching is always satisfactory and occasionally good. Where practice is best, there is good subject knowledge, a clear set of focussed objectives for learning, good questioning which provokes thoughtful response and good use of resources to support learning. Good teaching also uses the time at the end of the session to stress what has been learned during the course of the lesson.
139. The co-ordinator has worked hard on developing the curriculum since the last inspection. The change of emphases on specifically local issues and places in Years 3, 4 and 5 are now complete and she knows what she would like to do in the final year of Key Stage 2. She is building up a resource bank of very useful material for her subject.

History

140. Pupils of all abilities make satisfactory progress throughout the key stage. Knowledge and concepts acquired in the earlier classes are steadily built on in successive years. By the end of the key stage, standards are in line with what might be expected nationally. This is a less good standard than in the previous inspection. This variation in standards may be accounted for by the reduction in curriculum time in line with national guidance.
141. Younger pupils are developing a sense of the passage of time and are aware that civilisations studied in history, such as the Romans, belong to quite distant periods. They know that the life and dress of a Roman soldier was very different to that of more modern days. They learn some of the names used to identify the parts of an ancient soldier's armour and weaponry. Through studying more recent aspects of history they know something of peoples' experiences during the Second World War. A relevant vocabulary of words, such as "blackout", "gas masks" and "evacuees", is confidently used to describe some of the circumstances of those times. Pupils are able to identify various artefacts from the war and can apply previous knowledge suitably when discussing them. They make good use of first-hand ideas, gained from a museum visit, to talk about them with interest.
142. Older pupils are aware of some of the characteristics of life in Tudor times and the privations existing then for many people. They are appropriately learning to distinguish between degrees of wealth and poverty and between difference in lifestyles experienced by separate social groups. They know how to look for historical clues from the evidence provided. They are able to recognise and make accurate distinctions between homes of varying types and know a little of how they were constructed. They have studied life in Victorian times and are able to make useful comparisons to demonstrate an understanding of such aspects as schools, holidays and family life. Using photos and other printed historical evidence, they are aware of some of the social changes that have occurred since the last century.
143. Pupils' response in lessons is often good. They are generally attentive to the historical facts and details presented to them. They answer questions put to them willingly and try to follow instructions carefully. They sometimes work enthusiastically on their tasks, such as when looking at artefacts from Second World War. They mostly enjoy history and show a good level of interest in the work. Pupils' concentration weakens when explanations are too prolonged or there is slowness in organising activities.
144. The quality of teaching is at least satisfactory and sometimes good. The subject is well established in the curriculum and teachers are comfortable with the topics to be covered. There is a good level of enthusiasm which ensures that teachers plan for the subject well and make interesting choices of material for pupils to study. Good preparation and the ability to share with pupils a particular interest in the subject effectively assist some teaching. Appropriate use is made of primary evidence to engage pupils' attention and encourage interpretation and investigation. Outings to museums and places of historical interest are well used to structure teaching and stimulate learning. Teachers usually make suitable use of pupils' well-developed literacy skills to support learning.

Music

145. Pupils of all abilities make satisfactory progress in music throughout the school. By the end of the key stage, standards are in line with what would be expected nationally. This is a less good standard than in the previous report. The variation in standards may be accounted for by a reduction in curriculum time in line with national guidance.
146. All pupils have an appropriate repertoire of hymns and songs and can sing satisfactorily. During

hymn practices, younger pupils are suitably accompanied by guitar. The quality of their singing is occasionally good when they sing in "a round" and hold a separate tune competently and musically.

In class lessons in Year 3, pupils sing tunefully and are able to clap appropriately to match the various rhythms they experience. They are able to recognise and apply the simple elements of beat and timing. They use a range of percussion instruments, such as cymbals, drums and glockenspiels, in a controlled way to develop musical skills. Suitable appreciation of the contribution music makes to feelings is demonstrated.

147. Older pupils continue to develop their singing and extend their repertoire of tunes and songs. In hymn practices they are accompanied by the piano and have learnt to sing in time with it. They also sing effectively in "rounds". When singing they are able to follow musical signals correctly to control and vary the quality of the performance. When, for example, singing a selection of Victorian music hall pieces, they are able to apply suitably matched sound accompaniments. They use untuned percussion properly to add texture and expression to the music. They have learnt to conduct in common time and can identify basic rhythms and timings. They are able to construct simple compositions by building up a sequence of sound patterns to match ideas being interpreted.
148. Pupils' response to music is always at least satisfactory and sometimes good. They sit still properly in singing sessions and pay attention to instructions. Good listening skills are well exercised. They clearly appreciate the time provided for music. They enjoy singing together, particularly familiar and well-selected songs. Most pupils join in appropriately with the activities organised. Older pupils particularly, are seen to respond to the need to take care of all instruments handled.
149. The quality of teaching is satisfactory overall with some good teaching observed. Teachers' use their voices appropriately to introduce new material and to help pupils to sustain a less familiar tune. Teachers have sufficient subject knowledge to enable them to use the teaching programme provided. They generally plan carefully and choose activities that are suitably matched to the age and needs of the pupils. The most successful teaching occurs when a marked degree of contagious enthusiasm is shared well with pupils. Pupils mirror this and seek to give of their best. Teachers sometimes effectively link the music selected to topics in other areas of learning, such as in history. This is beneficial in both extending pupils' knowledge and in promoting further enjoyment to learning. Some teaching, undertaken by visiting specialists, was of high quality and made a good contribution to pupils' progress.

Physical education

150. By the end of Key Stage 2, the majority of pupils reach standards that are in line with what would be expected nationally. A minority of pupils has skills that are clearly above this standard. All pupils, including those with special educational needs, make satisfactory progress. This is a similar state of affairs to that reported in the last inspection.
151. Both boys and girls have equal opportunities to take part in all aspects of physical education, which includes residential visits for pupils in Years 5 and 6. Such visits provide good opportunities for older pupils to meet the sorts of challenges they will meet in secondary schools and later life.
152. Pupils in Year 4 can demonstrate passing skills in windy conditions, by passing the ball with hands and feet. They bounce, catch and throw with one or two hands. Year 6 pupils were able to construct a good dance based on an "Irish three step" dance, following complex guidance from a tape and their teacher. When taking part in orienteering in the quadrangle, Year 6 pupils showed that they could orientate the features they saw in a map, with the features they could see around them. They undertook this lesson as part of their preparation for an outdoor activities visit to

Borwick Hall. Throughout the school, pupils know and understand both the importance and the effect of exercise and can explain why it is important to warm up and cool down. They can evaluate their own and others' performances sensitively and sensibly.

153. Pupils' response is always satisfactory and sometimes very good. They enjoy their lessons and are eager to demonstrate and practise their skills. The majority of pupils listen well to their teachers and are responsible and caring of resources - even when they are being blown all over the playground.

154. The quality of teaching is always satisfactory and occasionally it is very good. Lessons are planned effectively and work is accurately matched to pupils' attainment. Better lessons move along at a brisk pace and they highlight achievement, recognising the skills that pupils are demonstrating either individually or collectively.

155. The co-ordinator works hard to develop and maintain her subject and supports her colleagues effectively in their planning in the medium-term and monitoring when resources allow. She has good subject knowledge and has produced a satisfactory policy.

156. There is a wide range of extra-curricular sport over the course of the year, some of which are provided by the school staff. Teachers from a nearby high school provide additional gymnastics over the lunchtime period.

205. **PART C: INSPECTION DATA**

205. **SUMMARY OF INSPECTION EVIDENCE**

157. The inspection of Moss Park Junior School was undertaken by a team of 4 inspectors who over a four day period spent a total of 14 days in school.

- For the majority of time, the inspectors visited classes, talked with individuals and groups of pupils and evaluated the work they had done.
- A total of 59 lessons involving all teaching staff, all subjects and all classes were observed.
- In addition samples of work covering the full ability range from all year groups were scrutinised.
- Inspectors attended a representative selection of registrations and assemblies and observed pupils in the dining hall and outside in the playground.
- Interviews were held with the headteacher, senior management team, co-ordinators, and a selection of governors about their roles and responsibilities. Non teaching staff were also interviewed.
- A meeting for parents was held, the returns from the parental questionnaires were analysed and a selection of parents was informally interviewed.
- A wide range of documents including policies, schemes of work, and documents for parents was analysed.
- Attendance registers, records kept on pupils, teachers planning documents were scrutinised and budget figures were analysed.

DATA AND INDICATORS

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y3 - Y6	257	1	54	63

- **Teachers and classes**

- **Qualified teachers (Y3 - Y6)**

Total number of qualified teachers (full-time equivalent):	10
Number of pupils per qualified teacher:	25.5

- **Education support staff (Y3 - Y6)**

Total number of education support staff:	1
Total aggregate hours worked each week:	36.5

- **Financial data**

Financial year: 98/99

£

Total Income	379397
Total Expenditure	366217
Expenditure per pupil	1424.97
Balance brought forward from previous year	13180
Balance carried forward to next year	13180

PARENTAL SURVEY

Number of questionnaires sent out: 225

Number of questionnaires returned: 98

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	16	67	10	7	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	33	52	4	9	2
The school handles complaints from parents well	16	48	22	12	2
The school gives me a clear understanding of what is taught	12	55	14	19	0
The school keeps me well informed about my child(ren)'s progress	18	55	14	13	3
The school enables my child(ren) to achieve a good standard of work	21	54	12	11	2
The school encourages children to get involved in more than just their daily lessons	7	59	18	12	4
I am satisfied with the work that my child(ren) is/are expected to do at home	13	53	15	15	3
The school's values and attitudes have a positive effect on my child(ren)	15	64	15	4	2
The school achieves high standards of good behaviour	16	56	15	10	2
My child(ren) like(s) school	38	52	6	2	2