

INSPECTION REPORT

Sedgley Park Primary School
Prestwich

LEA area: Bury

Unique Reference Number: 105308
Inspection Number: 189071

Headteacher: Mr P Reid

Reporting inspector: Mr Ian Knight
23031

Dates of inspection: 22nd - 25th November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D. Ryder
Date of previous inspection:	May 1996

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Nina Bee <i>(Team Inspector)</i>	English; Physical education, (including Swimming) Under fives; Special educational needs.	
Brian Milton <i>(Team Inspector)</i>	Science; History; Music; Religious education; Equal opportunities.	Curriculum and assessment
Kathryn Taylor <i>(Team Inspector)</i>	Mathematics; Art; Design and technology; Geography.	Pupils' spiritual, moral, social and cultural development; Staffing, accommodation and learning resources.

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MAIN FINDINGS

What the school does well

- Teachers in the school are committed to the pupils and work hard.
- The teaching in three fifths of lessons is good or better; in over a fifth it is very good.
- The nursery provision is very good and these children make good progress.
- Support for pupils for whom English is an additional language is of good quality
- There is good provision for pupils' social, moral and cultural development which supports their good behaviour.
- The governing body, headteacher and staff have a clear vision for the school
- The school is run efficiently
- The school works well in partnership with parents and the community.

Where the school has weaknesses

- I. There is not enough support for pupils with a special educational need.
- II. The work given to lower attaining pupils is not always well matched to their needs.
- III. The curriculum for children under five in the reception classes is too formal; there are not enough practical activities and children do not have enough opportunities for structured outdoor play.

The school's strengths outweigh its weaknesses but nevertheless the weaknesses identified will form the basis of the governors' action plan which will be sent to all parents or carers of pupils at the school.

How the school has improved since the last inspection

Overall, the school has made good progress since the last inspection. Standards in most subjects have been maintained at the same level as in the last inspection except for English in Key Stage 1 and information technology throughout the school which have both improved significantly. The quality of teaching is now significantly better. Most of the key issues have been effectively addressed: assessment has been improved, all subjects have policies and schemes of work and the balance of the curriculum is now better. Co-ordinators are more involved in monitoring the curriculum in their areas and resources have been improved. Although the support for pupils experiencing difficulties as a result of limited English has been maintained, the support for pupils with a special educational need has not. The school has the policies and strategies in place to secure further improvement.

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
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	C	B		
Mathematics	C	A		
Science	D	B		

Inspectors found that pupils in Year 6 are attaining the levels expected of them in English, mathematics, science, information technology and religious education. The same was true of pupils at the end of Key Stage 1. Furthermore, by the time they are five, most children will have reached the desirable learning outcomes.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Good	Good
Science		Satisfactory	Good
Information technology		Not enough seen	Good
Religious education		Good	Good
Other subjects	Good	Good	Good

Teaching was at least satisfactory in 96 per cent of lessons; in 22 per cent it was very good. Three fifths of lessons observed were good. Teaching was less than satisfactory in 4 per cent of lessons. Teaching in the nursery was always at least good and often very good

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	Good, both in lessons and around the school.
Attendance	Satisfactory, although levels of unauthorised absence are too high.
Ethos*	Good.
Leadership and management	Strong leadership from the governing body, headteacher and the senior management team.
Curriculum	Satisfactory overall and good in the nursery. Not enough structured play opportunities for children under five in the reception classes.
Spiritual, moral, social and cultural development	Sound provision for spiritual development; good for moral, social and cultural.
Staffing, resources and accommodation	Teachers are well qualified and experienced. Not enough support staff. Good arrangements for professional development.
Value for money	Sound.

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

• THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
IV. The school encourages parents to take an active part in school.	VII. No significant concerns were
V. They feel the school is approachable.	
VI. They think that the school enables their children to make progress.	

Inspectors generally agreed with parents' positive views.

· **KEY ISSUES FOR ACTION**

In order to improve the school's provision, the governing body, in consultation with the headteacher and staff should:

VIII. raise teachers' awareness regarding the needs of individuals, in particular those with special educational needs, by ensuring:

(Paragraphs: 23,25,36,44,52,84,86,94,98,106,108,110)

- *. all individual education plans contain specific targets;
 - *. pupils with a special educational need and low attaining pupils receive work which is accurately matched to their needs.
-
- . extend the existing good provision and practice in the nursery to the teaching of children under five in the reception classes by ensuring that all such children have more opportunities:
(Paragraphs: 29,34,53,67,69,74)
 - *.for structured outdoor play sessions;
 - *.to experience purposeful play and learning through practical activities.

In addition, the governing body should consider including the following, more minor issues in their action plan:

- *. Ensure that the statutory requirements regarding the content of the annual report to parents and the prospectus are met.

* **INTRODUCTION**

* **Characteristics of the school**

1.Sedgley Park Primary School serves the Sedgley ward of Bury but is close to the border with both Manchester and Salford. Over a quarter of the school's current role of 228 come from these boroughs. This has caused difficulties in the past when the local authority's policy on admittance to the nursery meant that pupils from outside the borough were unable to attend until they were of compulsory school age. At the time of the inspection, there were 82 children under five in the school. Forty-seven attend the nursery part-time and 35 attend full time in the reception classes. Children enter the nursery when they are three years old and transfer to reception in September of the year in which they become five. Nearly a third of pupils are known to be eligible for free school meals - a figure above average nationally. The area served by the school features mainly private housing, comprising of a mixture of detached, semi-detached and terraced properties. Sixty per cent of pupils' come from homes where English is not the first language and a few are not fluent in English on entry to the school. The local education authority's Curriculum Language Access Service supports one hundred and eighty pupils. The percentage of pupils identified as having special educational needs is in line with the national average. The percentage of pupils with a Statement of Special Educational Need is below average.

2.Although pupils enter the school with a range of attainment, the overall profile is average.

3.The school has a detailed purpose statement in which it sets out its expectations of all members of the community. It also highlights the school's desire to provide an appropriate curriculum for all pupils, including the required elements of the National Curriculum and religious education. It includes a clear commitment to high standards. The school's development plan contains targets for improvement over the next year in the areas of curriculum, staff development and premises. Shortly before the inspection commenced one of these targets was achieved with the construction of an outdoor play area to be shared with the community.

4. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year 1999	Boys 9	Girls 20	Total 29
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4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	7	8
	Girls	12	14	15
	Total	19	21	23
Percentage at NC Level 2 or above	School	66 (75)	72 (84)	79 (88)
	National	82(80)	83(81)	87(84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	8	8
	Girls	13	17	15
	Total	21	25	23
Percentage at NC Level 2 or above	School	72 (84)	86 (81)	79 (84)
	National	82(81)	86(85)	87(86)

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	14	16	30

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	9	11
	Girls	11	12	10
	Total	21	21	21
Percentage at NC Level 4 or above	School	70(68)	70(38)	70(59)
	National	(65)	(59)	(69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	11
	Girls	12	11	10
	Total	22	21	21
Percentage at NC Level 4 or above	School	73(59)	70 (41)	70 (74)
	National	(65)	(65)	(72)

4.

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

4. Attendance

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

Authorised	4.	School	8
Absence		National comparative data	5.7
Unauthorised		School	1
Absence		National comparative data	0.5

4.

4. Exclusions

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

	Number
Fixed period	0
Permanent	0

4. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	22
Satisfactory or better	96
Less than satisfactory	4

4. PART A: ASPECTS OF THE SCHOOL

4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

4. Attainment and progress

4. Attainment in the school is broadly improving, albeit with some slight blips. In the 1999 Key Stage 1 National Curriculum reading tests results were well below average when they are compared to all schools nationally and to schools with a similar intake. In writing, results were similarly well below average compared to all schools. They were slightly better when compared to similar schools, though still below average. In mathematics, results were well below average when compared with all schools nationally and with similar schools. This picture is broadly confirmed by the assessments teachers themselves have made of the pupils. Teachers' assessments of pupils' attainment in science show that a well below average proportion reached the expected Level 2, and no pupils were assessed as having reached the higher Level 3. However, there is evidence that this group of pupils had somewhat below average attainment on arrival at the school. In addition, many pupils live in neighbouring local education authorities and were unable to attend the nursery in the school. This disadvantaged a significant proportion of the cohort because they could not take advantage of the very good nursery provision in the school. The Key Stage 2 test results paint a brighter picture. English results were average compared to all schools nationally, but above average compared with similar schools. Although mathematics results were average overall, a greater than average proportion reached the higher than expected Level 5. Consequently, when the school's results are compared to similar schools nationally the mathematics test results are well above average. In science, too few pupils gained at least the expected Level 4. When compared with all schools results were below average. However, when compared with similar schools nationally, the science results are above average overall.

5. There has been a rising trend in test results over the past few years, with the exception of the 1999 Key Stage 1 results. The reason for this drop in attainment is as given above: a weaker cohort than normal was further disadvantaged as the local authority's policy had been that pupils from outside the authority could not attend the nursery. This is no longer the case. There was also a significant drop in standards in mathematics in the 1998 test results. However, this weakness is no longer apparent as results in 1999 returned to average. There is no clear long-term difference between boys and girls. The school analyses its own results by gender and ethnic origin. It has identified that there is underachievement by some boys from ethnic minorities. To try to overcome this underachievement the school has become part of a project aimed at raising the attainment of boys.

6. What the children know, understand and can do on entry to the reception classes is generally average. By the time they are five children attain the expected levels for their ages in most areas of learning.

7. Inspection judgements reflect the fact that the oldest pupils in each key stage are still within their first term and draw on a wider range of evidence than test results alone. Observations of pupils at the end of Key Stage 1 and a scrutiny of their work indicates that standards are broadly as would be expected at this time of the school year in the core subjects of English, mathematics, science and information technology. Pupils talk with confidence and listen to instructions carefully. They use their knowledge of the sounds letters make to help them to read. They are beginning to write in sentences and handwriting is generally of a consistent size. Pupils understand place value in terms of tens and units, and measure using standard and non-standard units. They can undertake simple scientific investigations and are beginning to appreciate the concept of fair testing. Pupils control computers with the mouse and keyboard. In religious education, standards are in line with the expectations of the locally agreed syllabus. Pupils have an awareness of the Christian faith and can draw comparisons with Jewish and Islamic customs.

8. The same overall picture emerges at the end of Key Stage 2. Pupils are attaining at around the levels expected in English, mathematics, science, information technology and religious education. In particular, pupils when speaking develop their ideas thoughtfully, and can read with expression and fluency. They are beginning to have a sense of the audience for whom they are writing and to mimic the style of other writers. They now understand place value to tens of thousands and can find percentages. Pupils set up their own experiments and use their existing knowledge to predict the results. They can control both desktop and the set of laptop computers efficiently to produce well-presented work. These pupils have a sound knowledge of three major world religions including important events in their past.

9. In terms of attainment in English in Key Stage 1 and in information technology throughout the school, a good level of improvement has been maintained since the last inspection as attainment in these areas were previously judged to be unsatisfactory.

10. During the inspection pupils were working at appropriate levels in nearly three-quarters of the lessons observed, and above expected levels in around a quarter.

11. Good or faster progress was made in about half of the lessons seen, reflecting the general good quality of teaching. In one lesson in ten, very good progress was made, but in one lesson in twenty-five, progress was unsatisfactory. Good progress was seen when teachers were confident in the subject they were teaching, for example when teaching number bonds and mental mathematics. However, progress is unsatisfactory when pupils are presented with too many new concepts at once so that they learn rote methods without understanding. The local authority's analysis of test results shows that pupils at the end of Key Stage 2 in 1999 did better than would be expected based on their Key Stage 1 results. This indicates that these pupils made at least satisfactory progress in the subjects tested. Overall, the inspection evidence indicates that sound progress is made in most subjects of the curriculum in both key stages. Progress for children under five is good overall and often very good in lessons in the nursery. They then make more steady progress as they transfer to the reception classes. Progress in mathematics is quicker as pupils reach the top half of Key Stage 2. It is generally good throughout Key Stage 2 in science. In all other subjects, progress is satisfactory in both key stages, with the exception of physical education in which pupils make good progress.

12. Pupils with English as an additional language make satisfactory progress overall. They make good progress when they receive good quality support from the specialist staff. This rate of progress has been maintained since the last report. Adults in the school work hard with pupils who have English as an additional language. They promote pupils' basic language skills well.

13. Pupils with special educational needs make sound progress in relation to their prior attainment when work is accurately matched to their individual needs, although the level of support they receive is unsatisfactory overall.

14. The introduction of the national strategies for literacy and numeracy has been effective in improving pupils' progress.

15. Attitudes, behaviour and personal development

15. Children who are under five get on well with each other and with the adults who work with them. They show very positive attitudes to learning. All children enjoy coming to school and quickly settle into school life. They develop good listening skills and talk confidently to adults and visitors in the school. However, the younger children in reception classes are sometimes very tired during afternoon lessons. They have no afternoon break, and this affects their ability to listen well. Apart from this, all children behave very well. As they get older, children confidently take part in classroom duties such as tidying away at the end of sessions.

16. Most pupils in Key Stages 1 and 2 are very interested in their work and generally stay on task. Pupils generally have a good attitude to work and listen well to teachers. Young children handle drawing implements and materials very well, for example when they draw light-up clowns faces.

17. Behaviour is good. Pupils are aware of the expectations of their teachers and respond very well. Rules are few but the staff's high expectations of good behaviour ensure that pupils always act sensibly and respect others. There are appropriate sanctions but these need to be used very infrequently. There have been no exclusions recently.

18. Relationships in the school are good. Pupils play very well together, share playground equipment and take part in games together. They respect the many different cultures and traditions present in the school and each other's feelings. Good relationships are the norm. All staff provide very good role models. Pupils listen carefully and allow others in the class to express opinions. There was no evidence of bullying during the inspection. Pupils' personal development is good. They respond well to undertaking tasks, such as clearing away after assembly. Older pupils supervise younger pupils in the dining hall, and pupils in Years 5 and 6 read regularly alongside younger pupils as part of reading development policy. In their responses to the questionnaire, parents said that their children like coming to school.

19. Attendance

19. Although the rate of attendance is above 90 per cent, it is well below the national average and the levels of unauthorised absence are very high. This is caused by extended family holidays, which is particularly noticeable in the autumn term. There are a few pupils still on the school's role awaiting transfer to other schools and this affects the level of unauthorised absence. A few pupils regularly arrive late to school, which disrupts a positive start to the school day and affects their learning. The levels of attendance have been omitted from the governors' annual report to parents and the school prospectus despite being required by law.

20. QUALITY OF EDUCATION PROVIDED

20. Teaching

20. The overall quality of teaching is good. Three-fifths of lessons observed were good or better, whilst only one lesson in twenty-five was unsatisfactory. This represents an improvement over the situation at the time of the last inspection when the teaching in nearly one fifth of lessons was judged to be unsatisfactory. When comparing the different key stages, the pattern is consistent although there was a slightly higher proportion of very good teaching seen for children under five. In particular, teaching in the nursery was never less than good and often very good. This helps to ensure that children settle quickly into the nursery and make good progress. The teaching of children under five in reception, whilst still satisfactory, suffered from trying to teach too much in a style which is too formal. There is also less support than in the nursery from other adults for the teachers in reception, which reduces the effectiveness of some sessions. Nevertheless, over their time in the nursery and reception classes children make sound progress overall.

21. The specialist teachers who teach the children who speak English as an additional language assess all pupils on their acquisition of basic language skills. They target a number of children each term. The bilingual assistants and the specialist language teachers give very good support to the class teachers and the pupils during lessons. They work confidently and competently with whole classes, groups and individuals. They complete very detailed assessments for pupils who have English as an additional language and target those who need specific help. The teachers keep these informative individual records.

22. Teachers are aware of pupils with special educational needs and place them in groups defined by pupils' levels of attainment in their planning. Nevertheless, tasks are sometimes not well matched to the needs of all pupils. All teachers have copies of the individual education plans to work to but some plans do not contain specific targets. This makes progress difficult to measure. One pupil with special educational needs in the school receives extra support from a learning assistant.

23. The teaching of English throughout the school is sound overall, although examples of good and very good teaching were observed. Teachers have worked hard to implement the methods of the National Literacy Strategy and this is generally effective. Mathematics is well taught. The staff is comfortable with the National Numeracy Strategy and is confident with the mathematical concepts to be taught. In particular, the mental mathematics segments at the beginning of lessons are well taught. The teaching of science is satisfactory at Key Stage 1 and good at Key Stage 2. This reflects to some extent the staff's confidence in the subject. The teaching in all information technology lessons is good. However, only one lesson was observed in Key Stage 1 so no secure judgement about the quality of teaching of this subject can be made in this key stage. Religious education is well taught throughout the school.

24. In general, teachers have a good knowledge both of the subject to be taught and of the needs of their class. They set challenging work that requires the pupils to think hard. This is especially true of the nursery. Teachers use good methods in the main, although in some lessons in the reception class children are expected to sit for too long and consequently become restless. However, the management of pupils is a strength of the school. It was very rare to hear teachers raise their voices to get pupils' attention in a lesson. Usually, movement around rooms, for example into groups after a whole class session on the carpet, is managed effectively so that the pace of the lesson does not suffer. However, the work offered to lower attaining pupils, and pupils with a special educational need, is sometimes not well matched to their needs, so that these pupils become disheartened and give up. This happened in a number of classes where lower attaining pupils were given worksheets that they either could not read or understand. The lack of adult support in these classes compounded the problem. Most lessons do move at a brisk pace and, when available, adult bilingual and other support is effectively used. The school's set of laptop computers is well used to extend information technology skills in other subjects. However, teachers are not as effective in using the single computer in each classroom to support other subjects. In lessons, teachers informally assess their pupils, for example through asking well-judged questions to decide how much help individuals need. However, assessment is not always used effectively to plan lessons which results in a mismatch of activities for some pupils.

25. Most of the very good lessons observed were in the nursery or the top halves of Key Stages 1 and 2. Consequently, these pupils made more rapid progress than pupils in other classes. Very good teaching was often characterised by very high expectations of what pupils would be able to do in the time given. This happened in a Year 5 science lesson. The teacher expected the class to devise their own graphs to show the results of an experiment on evaporation. This approach made effective links with the teaching of mathematics. These very good lessons also proceed very briskly. For example, in a short Year 6 religious education lesson, pupils moved very quickly through a 'brainstorming' session at the beginning of the lesson. Similarly, pupils in a short Key Stage 1 lesson made good progress in their ability to compose and understand notation because the teacher had very good subject knowledge.

26. When teaching is unsatisfactory, the pace of lessons is too slow. In reception and Key Stage 1, two such lessons took place in the afternoon. There is no afternoon break and pupils were becoming tired and restless. The pace of the lesson was lost because the teachers had to bring the pupils back into line. In a mathematics lesson about fractions, the teacher tried to cover too much work which resulted in some pupils being confused. Too much emphasis was given to teaching a method (of calculation?) without ensuring that all pupils fully understood the concept.

27. **The curriculum and assessment**

27. This aspect of the school's work has improved since the last report. The key issues relating to the curriculum have been well addressed by the school. In both key stages, there is a broad and balanced curriculum that includes all the subjects of the National Curriculum, religious education and personal, social and health education, which also covers, drugs education. All policies and schemes of work have been revised. History and geography policies and schemes of work have been developed. There is an agreed and consistent approach to planning and this has resulted in better progress and higher levels of attainment, particularly in English, mathematics and science.

28. The curriculum for the children in the nursery is very well suited to the needs of children of this age. It offers a very good range of activities that allow children to experience all areas of learning. Children under five in the reception classes do not always receive an appropriate curriculum. There is a strong emphasis on literacy and numeracy but insufficient time is given to structured play activities or to the development and reinforcement of the desirable learning outcomes for these children. There is no provision for them to have outdoor structured play activities during lessons. During the afternoon session, children under five in the reception classes do not have a break and many children find the session too long and often show signs of restlessness. In the afternoon, children show signs of tiredness, particularly during the literacy hour.

29. Pupils have access to the whole curriculum. Work for pupils taught in mixed year group classes in Key Stage 1 is planned so that there is good coverage for both age groups. The curriculum, in a number of cases, suits well to the cultural heritage of pupils. For example, religious education teaching draws on pupils' knowledge and understanding. In geography, some pupils' travels to the Indian sub-continent are used to help other pupils understand about differences in house building in hot and cold climates.

30. The school has responded effectively to the requirements of the national Code of Practice for special educational needs. A policy is in place which refers to a staged referral system. Procedures for the identification and assessment of pupils are sound. The quality of individual education plans is variable but unsatisfactory overall with the best examples containing specific targets. Progress is discussed with parents appropriately.

31. The implementation of the National Literacy Strategy is satisfactory. Appropriate time is allocated to literacy. Teachers use time within the literacy hour in a competent way in both key stages. However, pupils' concentration levels are affected when the literacy hour for Key Stage 1 takes place during the afternoon session. The National Numeracy Strategy has been well introduced and there is a daily-designated time for numeracy. These lessons have an appropriate balance of direct teaching, oral and mental calculation and pupil activities.

32. Sound policies and schemes of work are in place for all subjects. They give clear indications of what is to be taught, when the teaching should take place and how it relates to the National Curriculum programmes of study. Long-term planning covers one year. Medium-term plans covering half term units of work are drawn from the schemes of work and are detailed and relevant.

33. The quality of teachers' long and medium term planning is satisfactory. Teachers carefully follow the schemes of work and make sure that all pupils build on their previous knowledge and understanding. For example, planning for English, mathematics, science and information technology takes good account of the need for pupils to experience a smooth progression in their learning. This is an improvement since the last report. However, the continuity of the curriculum between the nursery and reception is unsatisfactory. Children under five in the reception classes are not provided with sufficient time to make progress in all areas of learning. They are too quickly moved on to National Curriculum programmes of study. Curriculum planning is undertaken in key stage teams and is monitored by subject co-ordinators. They undertake their responsibilities well and help to ensure that the curriculum builds on pupils' previous knowledge and understanding. This allows the opportunity for all pupils to make progress. In order to achieve this aim foundation subject co-ordinators are collecting and analysing work samples from across the school.

34. Teachers provide a good range of extra-curricular activities, which include involvement in local integrated arts festivals, sporting activities throughout the year, a dance and drama club, and recorder, percussion and composition groups in music.

35. Pupils are assessed in English, mathematics and science at the end of each key stage and the school assesses pupils in these subjects at the end of Years 3, 4 and 5. This consistent approach to assessment and the use of the results of it have resulted in improved levels of attainment at both key stages in these core subjects. The school has introduced good systems for assessing attainment levels in information technology. Assessment in religious education is less well developed. The school knows what pupils have covered in the subject but not what individual pupils know and understand. Assessment of foundation subjects is based on the samples of work being placed in the pupil's record of achievement book. Pupils are encouraged to take part in their own self-assessment through the use of their planners. This is a good system but it is not yet being used effectively by teachers. Satisfactory reports to parents are produced annually and the results of National Curriculum tests are reported to parents at the end of each key stage. Reports contain teachers' comments on all curriculum areas. An additional space is provided for teachers to comment on what is to be achieved during the next year.

36. The school is using assessment satisfactorily to plan its curriculum. At the end of each school year, the class teacher discusses the needs of individual pupils with the teacher taking the class next year. Good recording systems allow teachers to plan for the needs of individuals. However, whilst groups of pupils are well catered for in planning, teachers are less effective in highlighting individual needs and addressing these needs in the planning of lessons. This was highlighted in the last report and, whilst the needs of the more competent are being recognised with the provision of challenging work in many subjects, not all pupils are well challenged. This is particularly true of pupils with special educational needs.

37. Basic English language and literacy skills are soundly promoted across the curriculum and bilingual assistants use their linguistic expertise extremely well to help pupils learn subject specific language, particularly in English lessons. There is good evidence of work to develop speaking and listening in many subjects, such as religious education. The specialist language teachers and their assistants ensure that pupils who speak English as an additional language have good access to the curriculum. The bilingual assistants translate effectively during lessons. Useful and informative assessments are completed termly on the acquisition of basic language skills.

38. Pupils' spiritual, moral, social and cultural development

38. There is satisfactory provision for pupils' spiritual development. Assembly themes provide opportunities for pupils to reflect on their own and others' experience. For example, during the inspection week pupils were encouraged to reflect on stories on the theme of appreciating individual differences. Pupils listened to the story of the prophet Mohammed and reflected on his life and teaching. Assemblies include time for prayer and singing as well as listening to music from 'Composer of the Week'. Statutory requirements for collective acts of worship are met. However, the time given for quiet, personal reflection in assemblies is somewhat limited. In religious education lessons, the study of Christianity, Islam and Judaism ensures that pupils gain appropriate knowledge and insight into different values and beliefs. In a lesson in a Year 2 class, pupils were provided with good opportunities to experience a sense of awe and wonder. The vicar came into school to administer a 'wedding ceremony'. All pupils, two of whom performed their 'marriage vows', celebrated the occasion. Pupils entered into the spirit of the 'ceremony' very enthusiastically. Subjects such as English, dance, art and music also provide some effective opportunities for pupils to respond and to reflect on their feelings and experiences.

39. Provision for moral development is good and pupils are taught the difference between right and wrong. The school's code of conduct stresses respect for oneself and for others. This provides a strong and effective focus for pupils' moral development. Pupils are encouraged to co-operate and comply with school and classroom rules. Teachers, support staff and all adults working in the school provide good role models for pupils. At the meeting prior to the inspection parents commented that the school encourages good standards of behaviour and inspectors endorse that view. The use of praise and rewards act as a positive incentive to encourage pupils to behave well. Discussions on moral issues take place through the curriculum. For example, in geography pupils discussed how human behaviour can negatively affect the environment.

40. The school's provision for social development is good. There are good opportunities for pupils to take responsibility. In all classes pupils are encouraged to be independent, to clear up after themselves and to perform tasks around the classroom. Most pupils in Year 6 also regularly carry out tasks around the school such as setting up the hall for assemblies and helping in the dining hall at lunchtimes. Pupils in Years 5 and 6 support younger pupils in Years 1 and 2 by reading and sharing books with them. Throughout the school pupils have good opportunities to take part in decision-making. For example, pupils have helped to design a mural depicting life at Sedgley Park and the logos which are used in the school's booklets. When improvements to the corridors were made and a community play area was planned, pupils also had a say in the planning and designs. Extra curricular activities, including family social events and a residential visit for older pupils, make a good contribution to pupils' social development. Further support for pupils' social development is given each term when they contribute to a chosen charity, such as Barnardo's, The National Society for the Prevention of Cruelty to Children and Running For Children, which also supports their social development.

41. There is good provision for pupils' cultural development. In religious education lessons, pupils learn about different religions. Pupils celebrate the major religious festivals, such as Eid, Christmas and Festivals of Light, which include both Hindu and Jewish festivals. Pupils listen to music from different cultures for example classical, music of western culture and jazz. Topics in history, such as The Ancient Greeks, The Victorians and Anglo Saxons support pupils' cultural development. In art, pupils study the work of different artists, for example, Kandinsky, Andy Warhol and Paul Klee. Social events which also involve parents and the community also enhance pupils' cultural development, for example the Eid Party and Bhangra performance. Some useful links are developing with schools in France, Germany and Japan. These offer sound opportunities to extend pupils' appreciation of other cultures. Pupils at the school come from an area which is rich in its variety of culture. There are examples of this rich culture being used in the school, for example in dual language labels on displays, and in school and community celebrations of festivals. Nevertheless, there is scope to extend this aspect further.

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

42. The school gives satisfactory support, guidance and welfare to its pupils.

43. Pupils' academic performance is well monitored and teachers have a good knowledge of pupils' abilities. Pupils who require assistance from the Curriculum and Language Access Service are given good support. Pupils with a special educational need do not receive the same good level of support, but the school has identified this weakness. Although teachers are aware of the targets set in these pupils' individual education plans, sometimes inappropriate work is set. Effective systems are in place for monitoring personal development, behaviour and attendance. The school has high expectations of behaviour, and pupils respond well. Rules are kept to a minimum. The school has appropriate procedures in place to monitor attendance, but the local culture of taking extended holidays abroad militates against higher attendance levels.

44. Pupils have a good level of knowledge of the many cultures and beliefs evident in the school, and relationships are good. Child protection procedures comply with statutory requirements and are effective. The school has an approved Health and Safety policy. Any areas of concern are identified in the regular safety audits carried out, and reported at governors' meetings. Sufficient first aiders are trained and kindly support is given to pupils who have suffered minor accidents. Termly fire drills are held.

45. Pupils with English as an additional language are well monitored. During support sessions they receive good quality support. The documentation kept on these pupils is excellent. The provision for pupils with special educational needs is satisfactorily monitored during regular review meetings. Outside agencies are used well when required.

46. Partnership with parents and the community

46. Overall the school has a good partnership with parents and the community, which fully supports pupils' attainment, progress and personal development.

47. The governors' annual report to parents and the school's prospectus are full of detail about the life and work of the school, but they do not fulfil all statutory requirements. Parents support the school very well. There has been a very high response from parents and pupils in signing the recently introduced home/school partnership agreement. Meetings with teachers held in October and July for parents to learn about their children's progress are very well attended. Parents value the school and acknowledge the good work being done, not least in the good development of community relations. Although only a few parents regularly help in classes and in the library, all are very involved in their children's education, for example through supporting homework, which is given in the form of reading and spellings.

48. A very active parent teacher association is very well supported by teachers, and large numbers of parents attend the events held. The association has provided good support to school life and has purchased equipment and books. The association acknowledges the diversity of cultures at the school through providing successful events to support the festivals of Ramadan, Eid and Diwali.

49. The school is a valued member of the local community. For example, a local restaurateur has generously supported the school and involvement has been given to the local trading standards department when pupils in a science project evaluated Easter eggs. Recently a section of the playground adjacent to the road has had play equipment built on it to be shared with the community. Pupils gained an award from the Greater Manchester police, as the best behaved at a 'Crucial Crew' event and have supported a number of charities, including National Children's Home.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

50. Leadership and management

50. Overall the school is soundly led and managed.

51. There is good educational direction at all levels in the school. The governing body is supportive and well informed about school matters and members visit the school regularly with particular foci. In meetings, governors receive reports on, for example pupils' attainment levels. They act well as a critical friend to the school, challenging the school when appropriate. For example, they recognised the negative effect that reduced time for the special educational needs co-ordinator was having on provision and made plans to correct this. Individual governors have a good working knowledge of their responsibility areas, for example chairing a committee. The headteacher offers strong leadership and a firm steer to the school with a low-key style. He has assembled an effective senior management team, which includes the co-ordinator for special educational needs and the team leader for the Curriculum and Language Access Service. There is an effective system in which the two specialist language teachers and the three bilingual support assistants work closely with pupils who speak English as an additional language. This good level of support has been maintained since the last inspection. However, the school has not maintained its good level of provision for pupils with special educational needs. Currently, there is only 13 hours of support for one pupil with a Statement of Special Educational Need. The governors have identified the need to address this issue. Subject co-ordinators are comfortable in their roles as subject leaders and are active in compiling portfolios of pupils' completed work. In a meeting with the inspection team, co-ordinators buzzed with ideas about how they felt their subjects could develop. The co-ordinators of the core subjects of English and mathematics are effective in the implementation of the national strategies for these subjects and lead with knowledge and enthusiasm.

52. The area of monitoring the school's work was weak in the previous report and gave rise to a key issue. The school has made good progress in tackling this issue so that now teaching and learning are soundly monitored through the scrutiny of planning and pupils' work by co-ordinators. This is used for two purposes. Firstly, it provides a portfolio of work against which other pieces can be judged and secondly, it is a method of checking that work is being completed according to the schemes of work. Some co-ordinators actively support colleagues. For example, the music co-ordinator will swap lessons to enable specialist teaching to take place, and others provide their own examples of work, for example in art. However, the co-ordinator for early years is based in Key Stage 1 and can offer only limited support to teachers in the reception classes and the nursery. For example, the two teachers in the reception classes have not had the opportunity to identify and then use the evident good practice in their own teaching. Some lessons in the reception classes are too formal. Nevertheless, in both key stages some monitoring of teaching has taken place in the core subjects of English, mathematics and information technology to check on the implementation of the national strategies and to maintain consistency of approach. This has been effective.

53. The school's aims are appropriate and its purpose statement is reinforced within its policies. The last inspection report noted that the purpose statement had not been fully implemented: this is no longer the case. The school values are clearly visible, both in lessons and around the site and its policies are fully implemented.

54. The school has a sound plan for its future development. This is a comprehensive document which gives appropriate attention to the areas of curriculum, staff development and premises. Most aspects are costed and have success criteria attached. However, although the timescales presented in the plan give an indication of the school's priorities there is not a clear overview of the areas that the school considers most pressing. It has also only been devised to cover one year at a time because of uncertainty over future funding. This can lead to problems in planning for projects with a longer timescale because they can only be considered informally as the plan stands. Progress towards the plan's targets is monitored effectively, although the recording of this progress is brief. The action plan from the previous inspection has been followed and evaluated. All of the key issues have been effectively addressed with the exception of the issue requiring the school to maintain the support for pupils with special educational needs. Financial restrictions forced the decision that the deputy headteacher, who acts as the school's special educational needs co-ordinator, should return to the classroom for a large proportion of her time. This has meant that her ability to carry out the role of special educational needs co-ordinator has been restricted. When this factor is combined with the small number of support staff in the school, it means that the level of support for these pupils has deteriorated. However, the governing body has recognised this and has instigated plans to allow her more time to carry out this role as well as her other duties as deputy headteacher.

55. The positive relationships in the school are evident upon entering the building. The atmosphere for learning is good. In most classes the commitment to high achievement is visible. With the exception of some minor omissions from the prospectus and the governors' annual report to parents, all statutory requirements are met. The school has a good ethos.

56. Staffing, accommodation and learning resources

56. The last inspection report identified key issues relating to a shortage of resources in a number of subjects and the need for staff training in information technology, music and geography. These issues have now been addressed.

57. There has been a very high turnover of teaching staff since the previous inspection with six of the eleven teachers having been appointed within the past two years. There is now a stable set of teaching staff. Teachers are committed to the school and its pupils and work hard on their behalf. There is a satisfactory number of teaching staff whose experience and expertise match well the demands of the curriculum. There are teachers with initial qualifications in all subjects except science. However, there are currently too few staff to support pupils on the special educational needs register and insufficient support staff to work with all pupils in Key Stage 1 classes. The staff who support pupils with English as an additional language are well qualified. One pupil with special educational needs receives extra support from a learning assistant. Staff training is good overall. Training for teachers is linked to national initiatives, the educational priorities in the school development plan and to teacher appraisal, which is carried out regularly.

58. Indoor accommodation and outdoor facilities are satisfactory, although at Key Stage 2 the space in some classrooms is limited. The accommodation has recently been extended to include an additional classroom in Key Stage 1 with access via a ramp. This provides wheelchair access to three classrooms. A recent arson attack has meant the school hall has been completely revamped. This process has been managed well and has enabled the school to improve its lighting and electrical supplies to the hall. The caretaker and cleaning staff work very hard to maintain the school, which is very clean and is free of litter. Outdoor play space is satisfactory. There is a separate play area for children in the nursery, a small grassed area and an attractive courtyard area.

59. Resources have been improved and the range extended since the time of the last inspection. The number, range and quality of learning resources is now satisfactory in all subjects. The school library contains a satisfactory number and range of books and the school also makes good use of the local authority's loan scheme to enhance its book stock and resource topics each term. Resources for pupils with English as an additional language are satisfactory. A loan system is available for all staff to use. 'Story sacks' are being developed and parents are trained how to use them. Resources for pupils with special educational needs are sound.

60. The efficiency of the school

60. The financial planning of the school is good. The finance committee and governing body have a good overview of the budget and of the needs of the school. Spending is closely monitored. The school development plan is not long term, but is costed and includes some success criteria. The school governors have worked closely with the headteacher to ensure that a balanced budget has been maintained and have taken effective decisions. The recommendations made in the last audit have been addressed successfully.

61. The daily administration of the school is good and the school runs in a very orderly way, which contributes very effectively to the quality of education provided. The school caretaker does a very good job and ensures that the school is well maintained and minor repairs carried out quickly and effectively. The school makes satisfactory use of its staff, its accommodation and resources to enhance the quality of education it provides for the pupils. The school makes good use of the Curriculum and Language Access Service, but the support offered to pupils with special educational needs is minimal. The school has identified this and is addressing the matter.

62. There are good resources for information technology and, whilst the new computer suite is small, pupils in older classes have gained good knowledge and skills from this facility. Resources in all classes are satisfactory and the recent refurbishment of stocks in the school library has improved its effectiveness. Funds for in-service training are used fully and effectively. The funds raised by parents have been well used to provide extra resources. Teachers make good use of the hall, school visits and visitors to enhance learning.

63. Taking into account the limited budget and unit costs, the below average income and the decisions taken by the governing body, the quality of education provided, the satisfactory progress and the standards achieved by the pupils, the school provides sound value for money.

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

64. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

64. At the time of the inspection there were 82 children under five in the school. Children enter the nursery at three years old. There are 47 children in the nursery who attend part time and 35 children in the reception classes who attend full time.

65. The curriculum in the nursery is closely related to the required areas of learning. Planning is good. All adults contribute to the good day-to-day assessment. These assessments are used to inform future teaching and planning. Good procedures for recording progress throughout the desirable learning outcomes have been developed by the nursery teacher. Learning resources are good to promote all areas of learning. There are wheeled vehicles and climbing apparatus for outdoor play. Links between the nursery and the reception class are limited although useful and informative records are transferred to the reception class teachers.

66. The curriculum for children under five in the reception classes is sound overall. However, there are too few opportunities for children to select their own activities, or use a widening range of materials such as paints, pastels and crayons to express ideas and communicate their feelings. There are limited opportunities for children to work with malleable materials, such as play dough, or to take part in structured outdoor play. Learning resources are not fully developed in all areas of learning. One classroom lacks equipment for sand and water play. Opportunities for pupils to undertake role-play activities are too limited, partly because arrangements in the classroom are yet to be finalised.

67. What the children know, understand and can do on entry to nursery is broadly average. All children are assessed on entry to the reception class. This year the majority of children attained on entry standards which are broadly in line with what is expected nationally. There is one child who is identified as having special educational needs. Progress in the nursery is good and often very good. The children continue to make steady progress in the reception classes as they make the transition to the National Curriculum.

68. The quality of teaching in the nursery is always at least good and sometimes very good. Good teaching is characterised by careful and detailed planning for the needs of young children. Basic language skills are systematically developed in all areas of learning. Resources are of good quality and all sessions are well resourced with a good range of activities, which develop skills, knowledge and understanding. This is enhanced by good quality support from the bilingual support assistant. The nursery nurse is used well and consistently gives very good quality support. Groups are very well managed and the needs of all children are met. Adults demonstrate good questioning techniques and give clear instructions. The quality of teaching in the reception classes is satisfactory overall and sometimes good. The best lessons are well planned so that a variety of activities prevent children from becoming inattentive. For example, in a lesson introducing a new computer program, the teacher used children to demonstrate newly learned ideas. However, teaching approaches do not always meet the needs of the children. Some sessions are too formal and

the children are expected to sit for long periods of time. There are too few opportunities for children to select activities. Relationships between all adults and the children who are under five are very good. The limited but good quality support from the bilingual support assistants is used well. There is generally too little adult support in the reception classes and this affects progress.

69. *Language and Literacy*

69.Children gradually develop confidence in their use of language. A few are not confident talkers but the majority demonstrate satisfactory listening skills. Fifty-two pupils are identified as having English as an additional language. These children talk using limited vocabulary when they recall information about themselves, their experiences and their families. Most children enjoy books, understand their purpose and handle them carefully. They quickly begin to learn the names and sounds of some letters. Children attempt to write their names and record their ideas and experiences through drawing and writing at an appropriate level, such as writing their own books about their families. The quality of teaching of language and literacy is sound overall, and is good and often very good in the nursery. Most children are on course to attain the standards expected nationally by the age of five; a few are likely to exceed them. Children make good progress in this area of learning in the nursery and make steady progress as they transfer to National Curriculum in the reception classes.

70. *Mathematics*

70.Children work enthusiastically in the mathematical area of learning, particularly when they do practical activities. They count different objects with varying degrees of success. Most children count with reasonable accuracy, and identify and name numbers up to five. Older children develop skills in counting up to ten. A few more able children count over ten. They develop an appropriate number vocabulary. Most children name two-dimensional shapes with confidence. They learn how to write numerals, play simple number games and learn number rhymes such as 'Five little frogs to reinforce the skills they are taught. Teaching is good overall and the children make good progress. By the age of five most achieve standards which are in line with those expected nationally.

71. *Knowledge and Understanding of the World*

71.Children begin to develop an understanding of their immediate environment. They identify buildings, which they see near to their homes. The majority of children have some understanding of the past. They talk about when they were babies and how they have changed. Children in the nursery recognise that substances after cooking, such as vegetables change. They make soup and confidently explain what they did. They have good understanding of the dangers of touching the hot oven. Older children in the reception class develop an understanding of loud and soft sounds. They know that sounds are made in different ways by blowing, banging and shaking. They develop skills needed to cut materials and stick them together. They use simple computer programs, which teach and reinforce

many areas of learning, such as reading and painting. Children develop a sound knowledge of the keyboard and move the cursor around the screen confidently. Teaching is good overall. It is often very good in the nursery, especially when it is enhanced by the good quality support from the nursery nurse. By the age of five, most children achieve standards which are broadly in line with those expected nationally in this area.

72. *Creative development*

72. Children begin to learn and sing from memory songs with great enjoyment. The majority of children demonstrate good listening skills. Children in the nursery have good opportunities to express their own ideas and to communicate their feelings through well-organised role-play sessions. However, there are fewer opportunities for such opportunities in the reception classes. Careful artwork is created using a variety of techniques, such as collage, printing, painting and drawing. For example, children in the nursery make pictures of hedgehogs using handprints. Sound teaching in reception and good teaching with extra adult support in the nursery enable most children to reach the standards expected nationally by the age of five.

73. *Physical development*

73. In the nursery there are regular opportunities for safe outdoor play in a well-developed area in the quadrangle in the middle of the building. A good range of equipment includes wheeled vehicles like tricycles. Children under five in the reception classes do not use this equipment. Music and movement activities enable the children to develop appropriate body awareness and to move with confidence. Most listen well to instructions. Children handle scissors, paint brushes and pencils with reasonable control. They play appropriately with construction toys and malleable materials such as play dough. Teaching is good overall and this enables most children to at least reach the expected levels by the age of five.

74. *Personal and Social development*

74. Children under five quickly settle into the routines of the nursery. They enjoy coming to school. They demonstrate good listening skills and display very positive attitudes to learning. All behave very well and develop constructive relationships with adults and with each other. Children quickly learn how to work in pairs and small groups well, and develop the skills necessary to work independently. They select activities with confidence when given the opportunity. Teaching is consistently good and this area of learning is promoted well in everything the children do. Progress is good overall. This enables the children to at least reach the expected levels in their personal and social development by the time they are five.

75. ENGLISH, MATHEMATICS AND SCIENCE

75. English

75. Pupils make satisfactory progress in English during their time in school because of sound teaching overall, and some good and very good teaching in both key stages.

76. Test results for the end of Key Stage 1 in 1999 show standards to be well below the national average in reading and writing. When compared with similar schools the school was well below average in reading and below average in writing. The proportion of seven year olds that reached higher standards was well below average in reading and below average in writing. Evidence shows that this cohort of pupils, now in Year 3 contains a large number of low ability pupils. The results of the 1999 assessment and tests at the end of Key Stage 2 indicate that standards in English were average. The proportion of pupils who reached standards above those expected for eleven year olds was in line with the national average. Standards were above average when compared with similar schools. The trend over the past three years shows a considerable rise in standards. The school is aware that over the last two years girls attained higher standards than boys. Boys have been targeted and the most recent results show that, at the end of Key Stage 2, boys attained slightly higher standards than girls.

77. Inspection findings indicate that the overall standards in English are average and that the school is successfully maintaining the level of improvement that has been evident over the last three years. This is due to the emphasis placed on literacy and, in particular, the development of speaking and listening skills in the lower part of the school. The introduction of the 'literacy hour' has been positive and has had a positive impact on pupils' attainment.

78. By the end of Key Stage 1, pupils' attainment in speaking, listening, reading and writing are in line with the national average. This is an improvement since the last inspection when attainment was judged to be unsatisfactory in reading and writing. Most pupils talk with confidence and listen well to instructions. Pupils with limited English talk and communicate with less confidence in classes, but most communicate appropriately with each other. Pupils generally read with enthusiasm, confidence and satisfactory understanding. They begin to predict what might happen next in the stories they read and confidently identify the title, the author and the illustrator. Many use their knowledge of sounds to help them to read. Pupils write in sentences and develop a sound understanding about when to use capital letters and full stops. They begin to spell familiar words correctly. Most pupils join their letters, and handwriting begins to show neatly formed letters which are of a consistent size.

79. By the end of Key Stage 2, pupils attainment generally meets expected levels for the age group in speaking, listening, reading and writing. Most pupils speak with greater confidence and develop their ideas thoughtfully. They begin to justify their viewpoint and respond accurately to questions directed at them. They listen carefully. Pupils read with good expression, enjoyment and for information. Most understand what they are reading and make reference to the text when explaining their views. Pupils write for a wide range of purposes and audiences, and they write imaginatively and expressively. For example, they write sentences in 'the style of Shakespeare' after studying Romeo and Juliet. By the end of the key stage most pupils write with a neat, fluent and legible cursive script.

80. In Key Stage 1, the majority of pupils make sound progress in developing their speaking and listening skills. They usually listen carefully and respond appropriately. A few pupils have limited basic vocabulary and, unless supported by an adult they have difficulty extending their ideas when answering questions. From an early age pupils develop basic skills in using text and pictures to gain information and understanding. They learn how words are used to develop sentences. Good promotion and reinforcement of basic vocabulary helps pupils to extend their own vocabulary. By the end of Key Stage 1, most pupils read with some expression and have a sound understanding of the text. They learn initial sounds and some initial blends. Pupils use their knowledge of sounds and the pictures to guess new words. Higher attaining pupils use the sense of the sentence to work out unknown words. From an early age, most pupils have the confidence to write. Handwriting develops well throughout the key stage.

81. Pupils in Key Stage 2 make sound progress. The older pupils generally talk with more confidence and most listen carefully and make suitable responses. Pupils develop ideas thoughtfully when sharing texts. Most teachers ensure that all pupils have the opportunity to speak to develop these skills during discussions. Pupils in the upper part of the school articulate well their knowledge of skills they have learnt, for example when defining nouns, verbs and adjectives. All teachers encourage pupils to listen carefully.

82. At the beginning of Key Stage 2, pupils read with a growing understanding of texts. They usually read with reasonable expression and increased fluency. Higher order reading skills, such as predicting events, develop as pupils get older. A few lower attaining pupils have limited reading strategies to help them work out unknown words. When reading they rely on words they have learnt, or sound words out in a limited way. As they get older pupils learn how to use texts with reasonable accuracy to find out information. They talk confidently about the differences between fiction and non-fiction books. The library is timetabled for each class to use, which has been effective. A successful system has been developed where older pupils read with younger pupils in 'paired reading sessions'. Handwriting continues to be taught systematically through the key stage. Pupils write for a wide range of different purposes such as poems, instructional writing, diaries, and plays, stories and letters. Examples, which promote developing concepts, are well displayed in the classrooms. Pupils in Year 3 develop their ideas into shape poems and this idea of writing is further developed to when, in Year 5, pupils use William Wordsworth's poem 'To a Butterfly' and write their own versions. Pupils develop good dictionary skills and use them with confidence. They develop appropriate skills in drafting and re-drafting work as they move through the school.

83. Pupils in both key stages make sound progress as they move through the school. Words aimed to improve standards in spelling are learnt in both key stages. In most year groups a small number of pupils, including those with learning difficulties, make unsatisfactory progress in some lessons. This is particularly apparent in some Key Stage 2 lessons, and is a result of an inappropriate match of work to pupils' levels of attainment. Pupils whose first language is not English make satisfactory progress in most English lessons. They often make good progress when they receive support from the bilingual assistants or specialist language teachers. Pupils with special educational needs make satisfactory progress in relation to the targets set for them in their individual education plans. However, some literacy targets are not specific and this makes progress difficult to measure.

84. Pupils' attitudes to learning are positive in both key stages. Most enjoy their lessons and respond well to the tasks they are given. Pupils generally settle quickly to work when they move from a whole class teaching situation to group work. Pupils behave well and sustain concentration. They work well together and develop good relationships with each other and adults. They generally work independently.

85. The quality of teaching in the 'literacy hour' and during other English lessons is sound. Never less than satisfactory, it was judged to be good or better in one third of lessons and very good in a sixth. There was a slightly higher proportion of good or better teaching in Key Stage 2 than in Key Stage 1. All teachers have good subject knowledge and have worked hard to use the guidance and materials of the National Literacy Strategy in their teaching. Bilingual support staff and the specialist language teachers are used well. Activities are usually well matched to the pupils' needs. However, lower attaining pupils and some pupils with special educational needs sometimes receive work which is not accurately matched to their individual needs. Most teachers manage their classes well and have high expectations regarding of pupils to behave well. The best examples of marking show the pupils what they need to do in order to improve. However, good quality marking is not found consistently in the school. Displays in classrooms celebrate the work of the pupils and, in the best instances, reinforce literacy skills taught. Resources such as wordbanks and dictionaries are used well. Teachers keep sound day-to-day assessments and reading records on individual pupils. Most pupils are given sound guidance regarding the books they read with the result that reading books are suitable for pupils' different abilities and ages. Teachers throughout the school systematically develop pupils' handwriting skills.

86. The enthusiastic and knowledgeable subject co-ordinator leads the subject well. Currently she monitors the planning and reading files and has monitored literacy lessons in each class. This is an improvement since the last inspection. Resources are good in both quality and quantity to support teaching in the literacy hour. The library contains information books and each classroom has a varied selection of storybooks. All pupils have the opportunity to visit the library each week and borrow books. Good selections of reading books are stored along the corridors outside the classrooms. In Key Stage 2, standardised testing is completed for all year groups and this information is used to arrange groups of pupils for teaching according to their levels of attainment. There is sound evidence to show that information technology is used to support and develop pupils' literacy skills, in particular in the use of the laptop machines in Year 2 onwards. This is an improvement since the last inspection. Pupils have the opportunity to visit the local library. The subject makes a good contribution to the promotion of pupils' spiritual, moral, social and cultural development.

87. **Mathematics**

87. The last report identified some weaknesses in provision; insufficient attention given to data handling and investigative work at Key Stage 1 and limited use of calculators at Key Stage 2. Since the last inspection, staff have worked hard to address these weaknesses and to improve the school's provision. Standards are rising and are about average by the end of each key stage. Pupils throughout the school make satisfactory progress in mathematics.

88. In the tests at the end of Key Stage 1 in 1999, the proportion of pupils achieving the expected Level 2 or above was well below the national average for all schools, and well below results found nationally in similar schools. The proportion attaining the higher Level 3, at just over 10 per cent, is also below the national average. However, the 1999 cohort was a weaker cohort of pupils and so does not detract from the generally upward trend in pupils' results.

89. At the end of Key Stage 2, the proportion of pupils attaining the expected Level 4, or above, in the tests was average when compared with schools nationally, and above average when compared with similar schools nationally. The proportion reaching the higher Level 5 was above the national average and well above that found in similar schools. Results in the tests at age eleven have been steadily rising over the years. There was a significant dip in attainment in the 1998 tests, when the mental mathematics element was included in the test for the first time. However, the proportion of boys during the past four years who reached the expected level at the end of both key stages has been consistently lower than the percentage of girls. While the staff are aware of this, they have as yet not determined the possible reasons for boys' underachievement in mathematics, or how it might be redressed.

90. Inspection evidence confirms average attainment by the end of each key stage. By the end of Key Stage 1, pupils understand the place value of tens and units, and can add two numbers together. They measure parts of their own body, and items around the classroom, using non-standard and standard units of measure. They recognise the properties of some three-dimensional shapes and are developing good mental recall of number facts. They add and subtract single-digit numbers mentally, and most pupils can count on in two's, five's and ten's accurately and quickly. By the end of Key Stage 2, pupils have good knowledge of three-dimensional shapes and their properties. Average and higher attaining pupils quickly and very confidently name the number of sides, vertices and edges in shapes. They understand place value to tens of thousands and are confident in formal calculations. They find percentages of given numbers and present data in a variety of different types of graph and can calculate the mean, mode and median.

91. Pupils of all prior attainment levels make satisfactory progress throughout Key Stage 1, and there are examples of pupils making good progress in some lessons. For example, pupils in Year 1 make good progress and gain confidence in counting backwards and forwards to fifty. They mentally add two single digits in calculations, such as 2 plus 2 plus 1. When carrying out a practical investigation, lower attaining pupils make good progress in understanding that there is a variety of possible ways of making ten. When pretending to shop, average and higher attaining pupils learn the meaning of terms such as, 'costs', 'prices' and 'change' as well as the value of coins. At Key Stage 1, pupils' recall of number bonds and mental mathematics is developing well because teachers are confident in this aspect of the curriculum and give it good attention. Pupils' understanding and use of appropriate mathematical language is developing steadily.

92. Pupils in Key Stage 2 make sound progress overall, but pupils in the upper half of the key stage currently make good progress. As pupils move up through this key stage they learn to interpret more complex charts, tables and graphs and to calculate and measure more accurately. They develop a sound understanding of place value and number operations and improve in their ability to apply this knowledge to problem-solving activities.

93. Very few pupils on the school's register of special educational needs have been identified as having mathematical difficulties, and lower attaining pupils in each class receive little additional support in lessons. With a clearer identification and focus on their individual and group needs, and improved levels of support, there is the potential for these pupils to make better progress.

94. Pupils' response to mathematics work is at least good in the vast majority of lessons. Pupils behave well, concentrate throughout the lesson, and are interested in their work. Their enjoyment of their work is evident in their enthusiasm to participate in oral sessions, and their eagerness to get on with their work. When required to do so, pupils work well independently, in pairs and in groups. Most are very keen to answer questions and to please their teachers. They listen respectfully to contributions made by their classmates. Occasionally, younger pupils are restless and lack concentration when they are sitting on the carpet during the introductory part of the lesson. This sometimes occurs directly after assembly when pupils have already been sitting and listening for relatively long periods of time. However, when they are given work to do pupils quickly regain their concentration. They appreciate the efforts and achievements which other pupils make. Indeed, there were a number of examples during the inspection when pupils spontaneously congratulated their classmates.

95. Teaching in both key stages is good overall. In three lessons out of eight teaching is good, and in a further three out of eight lessons teaching is very good. Strengths of teaching include teachers' good subject knowledge, which enables confident teaching of lessons. Lesson planning is good. Teachers clearly identify in their lesson plans precisely what they want pupils to learn and share this with pupils, which enables them to understand the purpose of the activities they do. The introductory mental mathematics session in most classes is taught well. Good attention is given to teaching new strategies and to explaining how answers are reached. Teachers have high expectations of pupils' rate of working. In many lessons pupils are challenged by the work and through the teachers' questions. For example, pupils in a Year 5 lesson experienced difficulty in solving problems and particularly in talking about how they might go about solving them. The teacher continually challenged pupils to think and explain. By skilful use of focused questioning she ensured that individual pupils were not allowed to go unnoticed or hide behind others.

96. Introductions to lessons, explanations and demonstrations are usually of good quality. For example, in a Year 3 lesson the class teacher and support teacher gave a very clear and precise demonstration of how to divide a whole into halves and quarters. By using a large number line from 0 to 200, the teacher helped pupils to understand fractions of numbers and to see how they might be calculated practically.

97. Where there is an English as an additional language support teacher or assistant in lessons, they provide good support for pupils and there is good co-operation between them and the class teachers. This provides a good role model for pupils as well as supporting pupils' learning. In one class in Key Stage 1, the class teacher's use of both Urdu and German in counting activities is helping to raise the self esteem of Urdu speaking pupils, as well as assisting with their mathematical development. This good practice also extends other pupils' learning. It also serves as a good role model for them when they see their teacher has not only taken the time to learn these words, but clearly views the acquisition of more than one language as being a positive achievement. Some lessons move a good pace and balance well the introduction and consolidation of concepts new to the pupils. However, in some

lessons insufficient attention is given to providing appropriate work for lower attaining pupils. Sometimes, teachers introduce too many concepts to the pupils, and they become confused. In these lessons, teachers tend to resort to teaching pupils to perform the task, rather than deepening their understanding of the concept.

98. The introduction of the National Numeracy Strategy has prompted much discussion amongst teachers. They are aware of the difficulties experienced by bilingual learners with regard to mathematical vocabulary. Better attention is now being given to the development of pupils' understanding of the language of mathematics. This should assist all pupils, but in particular those for whom English is not their first language.

99. The school has been teaching mathematics according to the National Literacy Strategy for three terms. Teachers have made a good start and have a positive and confident approach. This has been helped by the appointment of a 'Leading Numeracy Teacher'. In some classes, further clarification about how to plan from the National Numeracy Strategy document may be required because some teachers are confused. This leads to individual lesson plans containing too much which needs to be broken down into smaller steps. There are good procedures for assessing pupils' work. These include the use of end-of-year National Curriculum Tests at Key Stage 2 and also a commercial test used annually in Years 2 to 6. Pupils' results in the tests at the end of each key stage are analysed to highlight where more focused teaching may need to be given. There is an awareness that results show boys performing less well than girls in the tests. However, the school has not as yet identified how this imbalance can be addressed.

100. A good proportion of teachers have teaching qualifications and expertise in the teaching of mathematics. In some lessons there is also bilingual support for pupils. However, in general there is insufficient support for pupils with special educational needs and for groups of pupils, particularly in Key Stage 1.

101. The deputy headteacher is the subject co-ordinator and has taken on this role relatively recently. She has a clear direction for further developing work in mathematics and supports the staff well. The co-ordinator is well supported by the teachers, the numeracy governor and the Leading Numeracy Teacher. Management of the subject and the school's strategy for numeracy are good. The school is benefiting from additional support from the local education authority consultant to implement the Numeracy Strategy.

102. **Science**

102. Attainment in science is rising. The school has addressed all the issues raised in the last report and now has a scheme of work in place that supports pupil's learning effectively. Good teaching in many areas of the school, especially at the end of Key Stage 2, is also having a good effect on pupils' progress.

103. Teacher assessment of science at the end of Key Stage 1 shows that too few pupils reach the expected levels of attainment. The national test results for science in 1999 show that the proportion of eleven-year-olds attaining the expected standard was below the national average. In comparison with similar schools it was above average. Work seen during the inspection indicates that the current Year 6 pupils should at least maintain this standard. Over

the past four years results in science have steadily improved at the end of Key Stage 2.

104. By the end of Key Stage 1, pupils undertake simple science investigations. They record their work in writing, in drawings and in simple charts and diagrams. They use their senses to examine a range of materials and explore their use in everyday life. They then go on to explain why certain materials are chosen for specific purposes, for example when they are waterproof. Pupils make simple circuits and understand that light shines through some materials and not through others. Work in pupils' books shows they understand that there are many kinds of sound, and that sound can be produced in a variety of ways. Experiments undertaken to test the waterproof quality of materials show that pupils are beginning to understand the concept of a fair test. Results are changed if different quantities of water are used in a test.

105. Pupils at Key Stage 1 make satisfactory progress in their science work, both in lessons and over the key stage. They are gaining confidence, both in investigative and experimental science and in their knowledge and understanding of science. They are improving their scientific vocabulary and are able to use words such as 'opaque' and 'translucent' when discussing the effect of shining light on materials. Progress for pupils with special educational needs is not always satisfactory. There is little additional support for these pupils and they do not always understand what is expected of them.

106. By the end of Key Stage 2, pupils have many more opportunities to work on investigative science. Pupils in Year 6 set up their own experiments with an understanding of the apparatus required and how to establish that the experiment is fair. They predict results and draw sensible conclusions from their testing, and use knowledge and understanding gained from previous lessons. Throughout the key stage, pupils are gaining a sound knowledge and understanding of life processes and living things, materials and physical properties. Pupils understand that friction is a force that slows things down. They use reference books to find out about craters and use this knowledge to set up experiments to test the effect of meteorites on Earth. They know that materials can be changed and can be a solid, a liquid or a gas. They understand that animals and humans need certain things to stay alive and to grow.

107. Progress is good across Key Stage 2. Pupils show a growing understanding of natural and physical phenomena. They are developing the skills needed to test and explore science. This is an improvement since the last report. The improvement in the quality of the science scheme of work and the good standard of science teaching are the main contributory factors to this improvement. Pupils with special educational needs do not always make satisfactory progress. This is often due to the lack of additional support and the unsuitability of work to their specific needs.

108. Pupils' attitudes to their science work are nearly always satisfactory; often they are good. Pupils enjoy science and work with a great deal of enthusiasm. They share resources very well. Levels of behaviour are nearly always good, especially when working independently. Isolated instances of poor behaviour often result from lack of concentration when pupils are expected to listen for too long. This was seen in an afternoon lesson in Key Stage 1, when pupils were tired and restless. Generally, however, the pupils are well motivated and learning takes place in relaxed supportive learning conditions. Group activities play an important part in science lessons. Pupils work well together and take on responsibilities within the group. This has a positive effect on their social development.

109. The quality of teaching seen at both key stages is nearly always at least satisfactory. Over half was good or better and nearly a third of lessons were judged to be very good. In Key Stage 2, two thirds of lessons were very good. These factors indicate that teaching in science is good in Key Stage 2 and sound in Key Stage 1. Teachers' knowledge and understanding of the requirements of the science curriculum is sound at Key Stage 1 and good at Key Stage 2. Most teachers have high expectations of what pupils will do. Pupils in Year 4 are expected to use reference books to help them increase their understanding of craters. Teachers use available time well. Most lessons are well paced and usually have a clear focus. Resources are well used. Year 6 pupils use a range of materials and are expected to set up their own experiments. Relationships are good and teachers act in a supportive way, assessing the progress of groups and encouraging the advancement of knowledge and understanding through careful questioning. Attention to the requirements of pupils with special educational needs is variable. In very good lessons suitable work is provided and teachers use time to work with these pupils on activities, such as the developing scientific vocabulary. However, in the majority of lessons insufficient support and guidance is provided. This is particularly true at Key Stage 1. Teachers make good links with literacy and numeracy. Writing is often used to describe activities. Pupils are expected to use books to research topics. They use charts and graphs as well as a range of measuring and weighing instruments.

110. The last report criticised a lack of progression in pupils' knowledge planned in the science scheme. The school has revised its science policy and schemes of work and now the various strands of science are well mapped across the key stages. Evidence from planning documents; lessons observed and from the work in children's books shows that coverage of the National Curriculum is suitably broad. When areas of science are revisited this is in greater depth than previously and suitable to the age and ability of the pupils.

OTHER SUBJECTS OR COURSES

111. Information technology

111.It was only possible to observe a few lessons in information technology during the inspection. Judgements are based on observations of computer use in other lessons, discussions with pupils and teachers, and a scrutiny of pupils' completed work and displays.

112.At the end of both key stages, pupils' capability in information technology is in line with the expectations of the National Curriculum. This represents a significant improvement over the situation at the time of the last inspection, when attainment and progress in the subject were both judged to be unsatisfactory.

113.At the end of Key Stage 1, pupils can operate 'talking book' software to listen to a story. They control the computer with the mouse to 'turn' the pages and start and end the program. At the end of Key Stage 2, pupils have met simulations in the form of adventure games and can assemble text and graphics on the page. They are proficient with both mouse and keyboard. Records of their experience show that these pupils have monitored external events and controlled flashing lights and a 'turtle' in turtle graphics. Pupils are proficient at controlling lap top computers, using the pen on the touch sensitive screen to create freehand drawings. In every lesson observed which included an element of information technology, all pupils made at least satisfactory progress, and in the majority of lessons they made good progress. The use of the recently completed computer suite and the set of laptop computers is increasing pupils' rate of progress. Teachers' records and the evidence of previous work indicate that, over time, progress has been sound. Pupils are meeting harder concepts at the right time in their development. In most lessons, pupils practise and develop their keyboard skills. Good progress was also made when pupils began a task, in Year 5, to design a school booklet celebrating success. In this lesson, pupils used the laptop computers effectively to design a title page incorporating text and freehand pictures. However, the use of the single computer to enhance literacy and numeracy lessons is not well developed in the school. Pupils with a special educational needs, or who speak English as an additional language, make the same progress as their peers.

114.Pupils respond positively to the subject. The equipment is always treated with appropriate respect, and pairs of pupils take turns sensibly when sharing computers. They show high levels of concentration as they try to do the very best job that they can. They behave well, although some pupils in Key Stage 1 were so excited to be using the computer book that they could not resist some calling out. They became restless because the computer responded slowly to the commands given by the teacher.

115.All of the lessons in Key Stages 1 and 2 observed included good teaching. Although this shows that teaching overall in Key Stage 2 was good, too few lessons were seen in Key Stage 1 to make a secure judgement about the overall quality there. Teachers are confident to teach the work to be covered, and resources are prepared well. When the lap top computers were used in a classroom, their use was well organised so that pupils could save and retrieve their own work with confidence. In a Key Stage 1 lesson, reading, and speaking and listening

skills were actively promoted because the computer screen was used in a similar way to the 'Big Books' used in the literacy hour. However, when pupils in a Year 5 lesson needed to get into pairs to use laptop computers, the movement around the class was not as crisp as it should be. This happened because pupils were formed into different groupings for the introduction and main section of the lesson.

116. The subject is enthusiastically led by the co-ordinator. The policy and scheme of work are appropriate and cover the statutory requirements. Assessment sheets which list the skills required at each level, including some self-assessment, are beginning to be used. However, they have not been in use long enough to influence teachers' planning effectively. Access to computers was criticised in the previous report. Good progress has been made to rectifying this weakness through the acquisition of a class set of lap top machines and a new computer suite. There are good levels of hardware and software, although some of the older machines are noticeably slow in operation. Nevertheless, the recently completed computer suite is a well used resource in the school and is having the effect of increasing pupils' rates of progress. Resources are generally used efficiently, except with regard to supporting pupils' learning in other subjects.

117. **Religious education**

117. Attainment at the end of both key stages is in line with the expectations of the locally agreed syllabus for religious education. Pupils throughout the school make satisfactory progress. Pupils are also making satisfactory progress in terms of opportunities to reflect on religious beliefs.

118. At the end of Key Stage 1, pupils develop an appropriate awareness of the richness and diversity of the Christian faith. They begin to compare this faith with Jewish and Islamic religious customs and traditions. They understand some of the concepts relating to worship and are beginning to relate religious belief to feelings. Pupils in Year 2 have been given the opportunity to experience a Christian 'wedding' led by the local vicar. Year 1 pupils link concepts such as friendship with learning about Jesus and his special friends. They understand the importance of signs and symbols in their own and other communities, and places of special significance to all religious groups. They have visited the local church and a local Hindu temple.

119. Key Stage 2 pupils build upon the knowledge gained in the previous years and explore in greater depth the practices and histories of faiths. They know about festivals in other faiths, such as the Jewish harvest festival of Sukkat. They link festivals together, for example understanding the significant use of light in many festivals, including Christmas and Diwali. They know about important events, and understand how the ten plagues relate to the Jewish Passover feast. They can discuss the importance of prophets in religious belief, particularly Mohammed to the Islam faith. At the end of this key stage, pupils have a satisfactory understanding of the customs and beliefs of three major world religions. Throughout the key stage, they visit and revisit themes in Christianity, Judaism and Islam.

120. Pupils concentrate well during lessons and are fully involved and interested in the subject. They listen carefully to adults and to each other. They share their ideas, take turns and value

each other's contributions to class discussions. They respond with respect and sensitivity when learning about differences in other communities' values and practices.

121. The quality of teaching is good overall, but with some very good lessons observed. Clear learning objectives are set out and the planning is well linked to the requirements of the agreed syllabus. Teachers use good strategies to motivate the pupils and hold their interest. This was particularly true of the 'wedding' which took place in Year 2. This allowed all pupils to experience an important event and the way it is celebrated. For many pupils in the group it was their first experience of a Christian wedding. Teachers plan their lessons well and use questioning to revise and extend pupils' knowledge and understanding. This reflects the teachers' sound grasp of the subject. Opportunities are provided for pupils to use their own specialist knowledge. For example, this was seen in a Year 6 lesson in which discussion was taking place about the qualities of the prophet Mohammed.

122. Religious education plays a major and effective part in pupils' spiritual, moral, social and cultural development. The provision for collective worship enhances the pupils' learning and supports the ideas and concepts explored in religious education lessons. The last report stated that the school did not allocate sufficient time to the subject. This issue has been addressed and all classes are given sufficient time for religious education to be developed properly. Also, in accordance with the recommendation of the last report, the policy and scheme of work has been improved. Resources overall are now adequate, but the school does not yet have sufficient artefacts to cover all aspects of the religions being studied. The current curriculum for religious education ensures that other religions and cultures are visited on a regular basis.

123. Art

123. Only two lessons in art were seen during the inspection. However, there is ample evidence of pupils' work in samples of work, on display in classrooms and around the school. Pupils were also observed applying colouring and finishing techniques to their work in lessons in design and technology, for example when pupils in Key Stage 1 used colour finishing techniques in their models of lighthouses and clowns, and painted puppets. Standards in art are satisfactory and there is some good quality work at both key stages. Pupils make sound progress in developing their knowledge, understanding and techniques. The school has maintained the identified in the last inspection report.

124. Pupils are provided with satisfactory opportunities to express their feelings and ideas through their own work and to reflect on the work of other artists. On display in the school hall for example, are some good examples of pupils' personal responses to the work of artists such as Andy Warhol, Paul Klee, Matisse and Kandinsky. These are bright and colourful and are of a good standard.

125. Pupils are taught a sound range of skills: colour mixing, painting, printing, sketching and drawing techniques. For example, pupils in Year 6 are making good progress in drawing. They develop good skills to portray texture, as seen in their etchings of buildings. Some pupils are becoming very skilled, producing very detailed and effective observations. Pupils are making satisfactory progress in their painting and colour mixing. In Year 2, pupils learn to use

primary colours to make secondary colours and then use these effectively in their pictures of landscapes. In Year 3, pupils progress to mixing these secondary colours to create a range of shades in colour.

126. There are some good links between art and other subjects. As part of their work in geography, pupils made a large, colourful frieze based on climates. Work produced by pupils in Year 5 on tessellation links well with work in mathematics. Art makes a good contribution to pupils' spiritual, moral, social and cultural development. There are good opportunities for pupils to express themselves, reflect on their own and other's work, to develop the skills of co-operation, and occasionally just to have a quiet and relaxed conversation with some friends, for example as seen in a Year 6 lesson.

127. Attitudes to art are good. This is evident in the quality of finished work and from pupils' response in the lessons seen during the inspection. Pupils enjoy art and are very well behaved in lessons. They appreciate each other's work and take great care with the displays around the school. Teaching, on the basis of the sample of work as well as lessons seen, is good. Good attention is given to teaching skills.

128. The revised curriculum documents are a useful guide to teachers and ensure that pupil's encounter progressively more difficult work as they move through the school. All aspects are covered effectively with the appropriate balance between practising techniques and imaginative work. The co-ordinator takes her role seriously, works hard to ensure teachers are guided and supported and have the necessary resources. She regularly monitors pupils' standards of work. Resources are satisfactory.

129. **Design and technology**

129. Pupils in both key stages make sound progress over time and attain average standards in design and technology. This is an improvement since the previous inspection when standards were reported as being more variable.

130. Pupils confidently make choices, for example about the types of materials and joining techniques they use. In a Year 2 class, pupils confidently chose whether to use glue, glue sticks, adhesive tape or staples when attaching eyes and noses to their puppets. They gave good reasons to support their choices. Pupils learn to carry through the plan, design, make and evaluation process. For example, pupils in Year 4 had already made a toy with moving parts. They knew that designs come before making, and identify how they modified their plans to improve their design. They evaluate their finished product. Some pupils make very good progress. Their models show increasing levels of competence and some attention to the quality of finish and function. Pupils learn about the techniques used in major constructions. For example, pupils in Year 5 carried out detailed work about the construction of the Millennium Dome.

131. In all lessons seen pupils response is at least good. Pupils are interested, stay on task, work hard, co-operate and help each other. They behave well and are keen to share their work with others. At the end of lessons, pupils work effectively and responsibly together to clear away and tidy up the classroom.

132. Teaching is good. Teachers have good subject knowledge, are very clear about the subject requirements and plan lessons well. They have high expectations of pupils, which encourages pupils to work hard and enables them to make good progress in most lessons.

133. The subject is well led. There is an outline but useful scheme of work which helps teachers to ensure that what pupils in each year group learn builds progressively on their previous learning. This is an improvement since the previous inspection when the policy was described as outdated and there was no scheme of work. There are good links with other subjects, especially the science curriculum.

134. **Geography**

134. The last inspection identified the lack of an up-to-date policy and scheme of work, insufficient resources and pupils in Key Stage 1 made unsatisfactory progress. Work in geography has improved since that time. Pupils throughout the school now make sound progress in geography and standards are broadly in line with those expected. Resources are improved and there is a scheme of work which ensures continuity and progression in pupils' learning.

135. Pupils throughout the school make sound progress in their knowledge and understanding of geography and work covered each year builds progressively on that learned previously. For example, in Year 1 pupils learn about their immediate locality. They begin by drawing simple plans of a house showing the door, windows and garden and some of the things found inside the house, and progress to drawing a simple map of a street. By Year 3, pupils' knowledge is extended when they look at different features of their neighbourhood and then go on to learn about different settlements, villages, towns and cities. As part of their work on climates, pupils in Year 4 learn about more distant locations, using world maps to locate places. They understand that different environments have different characteristics because of the climate and that people adapt their housing styles as a result.

136. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. For example, pupils in Year 6 are given sound opportunities to reflect on how human behaviour causes pollution. Pupils in Year 5 consider the positive and negative effects of town planning and shopping facilities.

137. Pupils respond well in lessons. They are interested, keen to answer questions and work very well in pairs and groups when required to do so. Teaching is always at least satisfactory and teaching is good in most lessons. Teachers have good subject knowledge, prepare lessons well with clear learning objectives matched to suitable activities. Teachers manage pupils well. In one lesson seen pupils' learned to skim and scan extracts in writing to find the main contributory factors about pollution. This effectively developed their literacy skills.

138. The recently drawn up policy and scheme of work is a good document which assists teachers when planning work and ensures that work covered each year builds on pupils' previous learning. The co-ordinator has worked hard to produce this. She monitors work in geography effectively to ensure that the planned curriculum is being followed and that teachers

are supported. Resources have improved to ensure the necessary materials are available to support the curriculum.

139.

History

139. Pupils make satisfactory progress in history at both key stages. This is because they are provided with a curriculum that is well structured and builds upon their own knowledge and understanding at Key Stage 1 and which introduces them to the study of other historical periods at Key Stage 2.

140. At Key Stage 1, stories are used effectively to increase pupils' knowledge and understanding of the past. Year 2 pupils know that actions in the past are affected by events. For example, they understand that the Pilgrim Fathers went to America to escape from religious persecution. The lives of famous people are explored to illustrate the differences between the past and present. Year 1 pupils listen to the music of John Lennon and examine artefacts of the 1960's. These are compared with present day items. Pupils are able to distinguish between past and present by comparing vinyl records and compact discs, a 1960's radio and a modern radio cassette.

141. At Key Stage 2, a number of the National Curriculum study units are explored. Year 3 pupils use commercially produced pictures to gain information about the past. They look at Anglo-Saxon houses and compare these with the houses of today. They understand that there are similarities and differences and use this information to express their own ideas about life in Anglo-Saxon times. Year 6 pupils use newspapers to explore the differences in advertising between now and in Victorian times. They begin to make comparisons between the lives of rich and poor people in Victorian times.

142. Pupils show a positive approach to their learning. They listen carefully and are anxious to share their knowledge and understanding by responding to teacher's questioning. Pupils use resources well, sharing books and examining artefacts with respect.

143. The teaching of history is always at least satisfactory and sometimes good. Teachers use questions well to show pupils how to look for clues that will help them understand the past. Plenary sessions are used well to reinforce the learning that has taken place and to assess the quality of pupils' understanding. For example, by the end of a short lesson all pupils in the mainly Year 1 class were able to distinguish which artefacts were from the past and which were from the present. In all observed lessons, work was provided which was suitable for the majority of pupils. More able pupils are expected to achieve more. In Year 2, one group was expected to write sentences to accompany their pictures whilst other pupils completed sentences by finding the missing word. Support for pupils with English as an additional language was used in Year 6 to good effect. With additional support, pupils increased their vocabulary and completed the work that had been set.

144. Music

144. No teaching of music was seen at Key Stage 2. However, from observations of teaching at Key Stage 1, the singing in assemblies, the extra-curricular provision for music, and work in books showing work on notation and musical appreciation, it is judged that pupils make satisfactory progress at both key stages. This is an improvement on the last report where the progress at Key Stage 2 was found to be unsatisfactory. Since that report a new scheme of

work has been devised. This ably supports the non-specialist teacher even to the extent of providing sample lessons.

145. Pupils learn a range of songs at Key Stage 1 which they sing with enthusiasm and enjoyment. During a Key Stage 1 singing lesson pupils sang songs in German, Urdu, Japanese and Hebrew. They have a developing sense of rhythm and understand that tempo can effect the mood of a piece of music. Some pupils in Year 1 and 2 sing on their own in front of the class. Year 1 and 2 pupils use instruments to create a sound that represents an animal. They select instruments and work in groups to prepare a performance. Pupils in Year 2 devise simple notational diagrams to record the music they have produced.

146. Singing at Key Stage 2 heard in assemblies is tuneful and all pupils participate. The school orchestra, which consists of percussion and recorders, ably supported by a teacher on guitar, also plays in each assembly. Pupils listen to recorded music in assembly and each week a different composer is featured. At the beginning of the week, the life and work of the composer is explained to the pupils. Musical appreciation books compiled by Year 6 show that pupils are able to listen and respond to classical music and jazz. They can distinguish the variations between the sounds different instruments make and can discuss their likes and dislikes. A number of pupils in Key Stage 2 are learning, with support from a peripatetic teacher, to play the violin.

147. Pupils are keen and enthusiastic about singing. They co-operate well and show pleasure in creating a good sound. When using instruments they handle them with care and use them sensibly. They have good relationships with teachers, particularly the teacher who takes Key Stage 1 singing. They work hard and are keen to please.

148. The teaching of music, observed at Key Stage 1, was good. The teacher involved had a very good knowledge and understanding of the subject and was a competent musician. He used his skills well with his class, the school orchestra and during group singing times. No judgements can be made on the overall quality of music teaching at Key Stage 2 as none was seen during the inspection.

149. **Physical education**

149. This inspection included a focused evaluation of the quality of provision in swimming.

150. During the inspection week lessons were observed in gymnastics, dance and swimming. Pupils make good progress overall in gymnastics and dance. This is an improvement since the last inspection.

151. In dance, the youngest pupils listen well to instructions and perform simple actions using curled and stretched shapes. They develop sequences by linking two actions together. Pupils respond well to the fast and slow beat on the tambourine. As they get older they move confidently, showing a good awareness of the need to change direction when moving. In gymnastics, pupils quickly develop an appropriate awareness of space. They work individually and improve their performance. By the end of Key Stage 1, pupils confidently perform basic gymnastics movements and patterns, and respond well to instructions.

152. By the end of Key Stage 2, most pupils show an increasing ability to refine their skills in physical education through practice and the evaluation of their performance. Pupils develop a good awareness of space. They have opportunities to take part in extra-curricular activities, which involve football, cricket, netball, swimming, cross-country. These activities enable pupils to develop an appropriate competitive approach to team games.

153. Most pupils show a positive response to physical education lessons. They generally listen well and sustain concentration. Pupils respond particularly well when teachers show they have the highest expectations of them in terms of behaviour and achievement. They work well individually, in pairs and in small groups. When given the opportunity, pupils confidently make judgements on their own and others' performances. Behaviour is very good at all times. Pupils are polite and develop good relationships with each other and with the adults who help them.

154. Teaching is good overall. This is an improvement since the last inspection. Where teaching is strongest, teachers have high expectations about what pupils will achieve and secure subject knowledge. Planning is sound and shows increasingly complexity of tasks. Teachers are effectively involved in developing the vocabulary specific to the subject, such as 'twisting', 'curling' and 'stretching'. They identify and clearly explain the skills being practised and regularly call upon pupils to demonstrate these skills, as in a reception class and a Year 6 lesson. Teachers use time and resources well.

155. *Swimming*

155. The school has recently introduced new guidance for teachers to develop the teaching of skills. The policy and scheme give practical, detailed guidance of what is to be covered each term in each year group. It will ensure progression of teaching and learning. Resources are good and are suitably stored and easily accessible. This is an improvement since the last inspection. Assessment is ongoing and pupils' achievements are reported to parents in annual reports and orally during parent's meetings. All pupils have the opportunity to take part in a residential trip, where they participate in adventurous activities such as abseiling, team building and climbing.

156. The majority of pupils make good progress and reach the expected standard in swimming by the time they leave the school. All pupils in Year 5 have the opportunity to attend weekly swimming lessons. Progress is good. The majority are non-swimmers at the beginning of the year but, by the end of Year 5, approximately half of the pupils can swim the required twenty-five metres. In swimming lessons in Year 5, pupils develop confidence in the water and a good awareness of water safety. The teaching of swimming is good. Sessions are well organised and well resourced. The teachers and instructors work hard to develop confidence and stroke technique. They keep very good records, which show ongoing assessments of pupils' performances.

157. PART C: INSPECTION DATA

157. SUMMARY OF INSPECTION EVIDENCE

157. The school was inspected by a team of five inspectors, including a lay inspector. A total of twenty inspector days was spent in school. Prior to this, the registered inspector spent a half day in the school to discuss arrangements and later held a meeting for parents. Inspectors scrutinised a number of documents provided by the school prior to the inspection commencing.

During the inspection period, inspectors observed 73 lessons or parts of lessons, listened to pupils read, held formal and informal discussions with pupils and scrutinised the work of a sample of pupils from each year. The total time spent in obtaining first-hand information on standards in the school was nearly 60 hours. They also observed registration periods, assemblies, playtimes and lunchtimes. Registers and other records, including teachers' planning, assessments and the individual education plans for pupils with special educational needs were scrutinised. In addition, inspectors had discussions with governors, members of staff, both teaching and non-teaching, about their roles in the school, and with the educational welfare officer.

159. DATA AND INDICATORS

159. Pupil data

Unit/School	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR–Y6	228	1	43	73
Nursery	24	0	0	0

159. Teachers and classes

159. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	10
Number of pupils per qualified teacher:	22.8

159. Education support staff (YR–Y6)

Total number of education support staff:	7
Total aggregate hours worked each week:	136.7

159. Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	24

159. Education support staff (Nursery school, classes or unit)

Total number of education support staff:	2
Total aggregate hours worked each week:	33.7
Average class size:	28.5

159. Financial data

Financial year:	1998/9
	£
Total Income	360818.00
Total Expenditure	365438.00
Expenditure per pupil	1535.00
Balance brought forward from previous year	9200.00
Balance carried forward to next year	4580.00

159. PARENTAL SURVEY

Number of questionnaires sent out: 275
 Number of questionnaires returned: 48

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	35	63	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	46	50	4	0	0
The school handles complaints from parents well	29	47	22	2	0
The school gives me a clear understanding of what is taught	21	60	17	2	0
The school keeps me well informed about my child(ren)'s progress	26	57	13	4	0
The school enables my child(ren) to achieve a good standard of work	47	43	6	4	0
The school encourages children to get involved in more than just their daily lessons	36	51	13	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	40	48	6	6	0
The school's values and attitudes have a positive effect on my child(ren)	39	50	7	4	0
The school achieves high standards of good behaviour	23	66	9	2	0
My child(ren) like(s) school	46	54	0	0	0