

INSPECTION REPORT

St Alphonsus RC Primary School

Old Trafford, Manchester

LEA area: Trafford

Unique reference number: 106360

Headteacher: Mr Anthony S Rae

Reporting inspector: Mrs C K Corfield
21026

Dates of inspection: 19th –23rd June 2000

Inspection number: 189739

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Hamilton Street
Old Trafford
Manchester

Postcode: M16 7PT

Telephone number: 0161 872 5239

Fax number: 0161 877 8932

Appropriate authority: The governing body

Name of chair of governors: Rev Fr Peter McGiveron

Date of previous inspection: 7 – 10 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs C Corfield	Registered inspector	English History Geography Art Pupils with English as an additional language	What sort of school is it? The school's results and pupils' achievements Pupils' attitudes, values and personal development
Mr G Stockley	Lay inspector	Equal opportunities	How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs S Herring	Team inspector	Mathematics Music Physical education Children under five	How well is the school led and managed?
Mrs C Waine	Team inspector	Science Information technology Design and technology Special educational needs	How well are pupils taught? How good are the curricular and other opportunities offered to the pupils?

The inspection contractor was:

Primary Inspection Associates
Forest Gate
Pentre
Chirk
Wrexham
LL14 5AW

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Alphonsus RC Primary School is situated in Old Trafford and is part of the Salford and Trafford Education Action Zone, through which it receives support and funding from government, business and industry, aimed at raising educational achievement. Currently 182 pupils are on roll aged between three and 11. The nursery has 26 children on roll, each having a full-time place. Children transfer to school in the September or January nearest to their fifth birthday. At the time of the inspection, there were five children under five in the reception class. The attainment of the children when they enter the nursery is well below that found typically at this age and although they make satisfactory progress their attainment on entry to the reception class is below that expected.

Fifty four per cent of the pupils are entitled to free school meals, which is much higher than the national average and reflects the high unemployment in the area. Approximately half of the school population is from an ethnic minority background; with six pupils, five of whom are Kosovan refugees, receiving extra support to learn English. Fifty two pupils have designated special educational needs, none of whom have a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

St Alphonsus RC Primary School is a good school with many very good features. Standards have improved in both key stages since the last inspection in 1996, except for a marked drop in standards in Year 2 during the current school year. During the course of the inspection, throughout the school, good and often very good teaching was observed. This has been instrumental in raising standards. Teaching takes good account of pupils' individual needs. The headteacher is most effective in establishing a strong team that works well together with a shared sense of purpose. He has been instrumental in raising standards and the quality of provision since the last inspection. The school's expenditure is very high, though in the context of its good teaching and improving standards by the time the pupils are 11, the school provides satisfactory value for money.

What the school does well

- The high proportion of good and very good teaching enables the pupils to make good progress by the age of 11, particularly in English, mathematics and science.
- The very good provision for the pupils' spiritual, moral, social and cultural development promotes very good attitudes and behaviour.
- The school's support and guidance for pupils is very good.
- The provision for the pupils with special educational needs is good and enables them to make good progress.
- A wide range of clubs and activities out of the classroom enriches the curriculum.
- Relationships between all members of the school community are strong.
- There is a high degree of racial harmony throughout the school.

What could be improved

- The current poor standards at the end of Key Stage 1.
- The teaching of design and technology throughout the school.
- The response of management to ineffective teaching by temporary staff.
- The governing body's role in setting priorities for the school and in monitoring standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in 1996. The quality of teaching has improved considerably. Standards in English, mathematics and science have risen year on year, except for this year at the end of Key Stage 1. Appropriate schemes of work are now in place for English and mathematics. The improved lesson plans with clearly stated learning objectives and the successful implementation of the National Literacy and Numeracy Strategies promote the pupils' good rate of progress. Clear roles have been established for the senior management team and the curriculum co-ordinators have made a good start with monitoring standards across the school. The pupils with special educational needs receive good support and tasks are matched to their level of ability. Standards in information technology have risen considerably and the teachers have made substantial gains in their expertise.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	E	D	D	A
Mathematics	E*	C	E	D
Science	E	D	E	B

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

Inspection judgement is that currently, by the age of 11:

- Standards are just below the national average in English overall, but more pupils attain Level 5, the next higher level than expected nationally, due to effective teaching. Pupils' speaking and listening skills are good.
- Standards in mathematics, science and information technology are broadly in line with national averages, also with a significant minority achieving a higher level than that expected nationally. The school has set itself realistic targets and is on course to achieve them in 2002. Standards are getting better as a consequence of the considerable improvements in the quality of teaching, good provision for information technology and the effective implementation of the national strategies for literacy and numeracy. The pupils make good gains in their learning over time. This positive picture, however, does not stand firm for the current Year 2 pupils. During a period of maternity leave, this class received ineffective teaching. As a consequence, the pupils' attainment and progress are low and the inspection judgement is that standards are at least well below those of which the pupils are capable. Attainment in design and technology throughout the school is unsatisfactory. There was little evidence of the subject at the time of the inspection.
- The children under five achieve appropriate standards by the age of five and make good progress over time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are eager and keen to learn. They demonstrate high levels of concentration and perseverance.
Behaviour, in and out of classrooms	Very good. Pupils of all cultural backgrounds are polite and treat each other with tolerance and respect.
Personal development and relationships	The pupils respond well to the opportunities provided to undertake responsibilities and show initiative. Relationships throughout the school are very good.
Attendance	Attendance figures are below the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good

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

The quality of teaching is good and has a positive impact on the pupils' learning. Indeed, 68 per cent of lessons were at least good, with 26 per cent of lessons found to be very good. Two of the lessons observed in Year 6 were judged to be excellent. The majority of very good teaching was found in the reception class and Key Stage 2. Teaching in Key Stage 1 during the inspection was at least satisfactory. No teaching was judged unsatisfactory. The children are given a firm foundation for their future learning in the reception class. Throughout the school, English and mathematics are taught very well and through the effective teaching in the daily literacy and numeracy lessons, the pupils are gaining in their skills of reading, writing and numeracy. Teachers are good at setting tasks matched well to pupils' particular needs and in creating opportunities to improve pupils' skills in speaking and listening. In science, strengths lie in the way in which pupils learn to use their knowledge to solve problems and to work together, learning at a good pace. Teaching of information technology has improved significantly since the last inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Generally broad and balanced, although the provision for design and technology is unsatisfactory. Much enriched by extra-curricular activities. Some lessons in Key Stage 1 are too long.
Provision for pupils with special educational needs	Procedures are good, including early identification. Individual education plans are well written. Good support is given by class teachers and support staff enabling these pupils to make good progress.

Provision for pupils with English as an additional language	Provision is good with a varied, interesting range of activities, including regular out-of-school visits. There are specific teachers to support Kosovan pupils and an assistant for pupils who have English as an additional language. Support for these pupils is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This aspect of the school's work is very good and a particular strength, promoting the pupils' personal development very well. The outcome is that pupils are very accepting of the differences in our society.
How well the school cares for its pupils	The school takes very good care of its pupils and provides praiseworthy personal support.

The school makes strenuous efforts to involve parents more in their children's education but, meets with only limited success. Very few parents work in the school and the school receives little support from parents in ensuring homework is completed and returned on time. There was a very low return rate for the home-school agreement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led well by a conscientious and committed headteacher and his able deputy. The good improvements found in all areas of school life result from his leadership and vision for the school's future. The strategies employed by the headteacher, however, to remedy weak teaching in Year 2 during a recent maternity leave were insufficiently rigorous. Planning for school development is thorough and the aims of the school are reflected clearly in its everyday life.
How well the governors fulfil their responsibilities	Whilst the governing body has a sound overview of the school's finances, they are insufficiently active in setting priorities and monitoring standards.
The school's evaluation of its performance	The senior management team evaluates the school's performance in great detail resulting in raised standards over time since the last inspection.
The strategic use of resources	Good use is made of specific grants to promote the pupils' progress.

The school obtains resources at the most competitive prices and utilises them in the best possible way for the achievement of its aims. Levels of staffing are adequate. Learning resources are generally satisfactory, although good for English and unsatisfactory for art, history, geography and design and technology. The deficiencies mentioned in the last report for history and geography still remain. Accommodation is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The children like school.• The teaching is good.• The school is approachable if there is a problem.• The children are expected to do their best.• The school helps children to become mature and responsible.	<ul style="list-style-type: none">• The amount of homework.• The range of activities outside of lessons.

The positive views of parents are fully supported by the judgements of the inspection. The amount of homework, however, is judged to be in line with that expected nationally. The range of after-school clubs and activities is judged to be good and better than that found in most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of national tests in 1999 for 11 year olds indicated that, when compared with those of all schools nationally, standards were:
 - below national averages in English and science;
 - well below the national average in mathematics.
2. When compared with those of similar schools, standards were:
 - well above the average in English;
 - above the average in science;
 - below the average in mathematics.
3. Inspection judgement is that standards by the end of Key Stage 2 are:
 - just below average in English;
 - broadly average in mathematics and science.
4. The reason for the difference between the results of the national tests in 1999 and the inspection judgement is:
 - good improvement in the quality of teaching due to:-
the effective implementation of the National Literacy and Numeracy Strategies;
the positive influence of the science co-ordinator working alongside colleagues resulting in improved teaching in the subject.
5. The results of national tests in 1999 for seven year olds indicated that, when compared with those of all schools nationally, standards were:
 - below the national average in reading;
 - well below the national average in writing;
 - in line with the national average in mathematics.
6. When compared to those of similar schools, standards were:
 - well above averages in reading and mathematics;
 - above the average in writing.
7. Teacher assessments for Key Stage 1 in 1999 were:
 - well below the national average for speaking and listening;
 - well below the national average for science.
8. When the teacher assessments are compared with those of similar schools, standards were:
 - below the average in science.
9. Inspection judgement is that standards at the end of Key Stage 1 are:
 - well below averages for reading, writing, mathematics and science;
 - below average for speaking;
 - broadly average for listening skills.
10. The reason for the differences in the 1999 test results and the inspection judgement is:

- ineffective teaching by a temporary teacher in Year 2 during an eight month maternity leave. This judgement is based on an intensive analysis of the pupils' work from this period and lesson observations of the pupils' current attainment. Although there are a number of pupils with special educational needs in the class, this number is no greater than in other classes.
11. Despite the poor standards in Year 2 this year, performance data and a range of evidence firmly show that standards have risen steadily year on year to 1999 and the school is close to achieving its targets for pupils in Key Stage 2 by 2002. This shows good improvement has taken place since the last inspection.
 12. Factors to be taken into account when judging standards are the very low attainment of children entering the nursery and the above average number of pupils that enter and leave the school other than at the normal ages of transfer. Approximately ten per cent of the pupils come into this category. There is also a high proportion of pupils with special educational needs in each class.
 13. When compared with national averages, the pupils make good progress, except in the current Year 2, in their learning over time and are achieving well as a consequence of the good teaching and curriculum. The pupils' very good attitudes and behaviour helps their rate of progress considerably. Progress in design and technology, however, is unsatisfactory throughout the school due to little curricular provision for the subject. In Key Stage 1, in both Years 1 and 2 during the inspection, the pupils made at least satisfactory progress in most subjects and good progress in mathematics and information technology. In Year 2 though, progress over the school year is poor.
 14. Throughout the school, the pupils with special educational needs and those with English as an additional language make good progress. Their individual education plans are very clear and effective in promoting the pupils' progress. Pupils with special educational needs attain standards appropriate for their ages and abilities and make good progress as a result of realistic targets in their individual education plans and effective support from their class teachers and learning support staff. The Kosovan refugee pupils receive good support from their specially appointed staff and the varied, interesting tasks they are given, including out-of-school visits, help to rebuild their confidence, self-esteem and promote good attitudes to learning. The pupils with English as an additional language receive good provision from a trained assistant and class teachers ensure that they are included in class discussions to develop their language skills.

Children under five

15. The attainment of the children on entry to the nursery is well below expected levels, especially in language skills and personal and social development. They make sound progress in the nursery and, by the time they enter the reception class, the children's attainment has improved in all areas of learning. Assessment on entry to the reception class indicates that the majority of the children are below the levels expected for this age group in language and literacy, particularly in speaking skills, mathematics, knowledge and understanding of the world, creative development and personal and social development. In physical development, manipulative skills, such as using scissors and paint brushes, are below the level expected, but skills of climbing, running, jumping and manoeuvring large wheeled toys are satisfactory. By the time the children reach the age of five, attainment has reached the level

expected for the age group in each of the six areas of learning, although a small number still experience some difficulty with speaking skills and a few demonstrate immature personal and social skills. They have made very good progress from entry into the nursery.

Key Stage 1

16. The pupils at the end of Year 2 can read simple texts. They understand the roles of author and illustrator and most enjoy books and can tell about their favourite stories. Although most have knowledge of initial sounds, their progress in reading is impeded by their inability to build sounds into words. Writing skills are limited and many pupils are working at the same level as pupils in Year 1. About half of the pupils can write a simple sentence, but the use of punctuation is almost non-existent. Letter formation is generally inaccurate and untidy. No start has been made on joined script. The pupils listen well during stories and discussions and the class teacher's questioning assesses their understanding and their responses demonstrate that they concentrate on what is being said. Speaking skills, however, are generally unsatisfactory, as the majority of the pupils have limited vocabulary with which to express their ideas.
17. In mathematics, the pupils in Year 1, including those with special educational needs, make good progress through suitably practical activities and regular mental practice. Higher attaining pupils understand the process of adding nine or 11 to a given number. They can explain how many nines there are in 27, for example, and can count on from ten from various points and identify up to six adjacent missing numbers. Most pupils can use a 100 grid for counting in tens, twos and fives, although no pupils could identify 110. The majority of pupils can work out numbers that are 'ten more than'. The lower attaining pupils recognise and understand numbers to ten. They can add and subtract up to ten. The pupils gain a good understanding of the full range of non-standard measures through practical tasks such as pacing out the length of the class, comparing who is shorter or taller and pouring water to determine which container holds the most. The pupils have experience of pictorial representation through the use of graphs on shape and colour. Progress in Year 2 has been unsatisfactory over the year for the reasons already identified, though it is now good in lessons.
18. In science, by the age of seven, pupils have unsatisfactory knowledge of all aspects of science. Insufficient work has been completed and it has sometimes been inappropriate and often of poor quality. The higher and average-attaining pupils in Year 2 can identify similarities and differences between animals and people and are at an early stage of understanding classification. The lower attaining pupils can name a range of animals and know where they live. In Year 1, the pupils investigate sounds. They looked carefully at musical instruments and decided sensibly how each instrument created its sound. There is only limited evidence of pupils working alone and observing carefully and experimenting and investigating independently. The class teacher in Year 2 has very recently returned to work and the quality of the curriculum is now appropriate. Pupils are beginning to make better progress but their achievement has been affected significantly.
19. By the age of seven, in information technology, the pupils' attainment is well below the average for their age. The situation with regard to teaching in Year 2 has had a markedly negative effect on pupils' learning. The pupils observed could not turn on the computers and did not know the log-in password. Only two pupils could type in

names or a sentence. They did not know how to save or print or close down correctly.

20. By the age of seven, the pupils do not reach appropriate levels of attainment for their age in art, design and technology, history and geography, although achievement in the lessons observed during the inspection was satisfactory. Gains in learning over time are unsatisfactory. Analysis of the pupils' workbooks in Year 2 reveals little work in either history or geography for consistent development of skills. No music or design and technology lessons were taught during the inspection. In physical education, the pupils achieve levels appropriate for their age and abilities.

Key Stage 2

21. By Year 6, at the end of the Key Stage 2, the pupils' listening skills are good, although expressive language remains limited and is below the level expected. The pupils with English as an additional language participate well in discussions but, still need help with instructions. Reading and writing skills improve considerably over the key stage to just below the nationally expected level, although nearly one third of the class have made sufficient progress to achieve beyond this level and due credit is given by the inspection team for their hard work and the very good teaching they receive. During the inspection, an excellent lesson was observed in Year 6, when the pupils learned how to employ official and technical language in the form of contracts. The pupils demonstrate good knowledge of imperative verbs and a sound understanding of the differences in the language utilised in formal documents. More advanced reading skills are used to good effect in research. The pupils' project books on World War 2, 1920s - 1990s, mountains and rivers are good testimony to their effective independent learning skills using CD-ROMs and library skills. They make good use of their literacy skills across the curriculum, when the pupils write about what they have found, seen or experienced.
22. In mathematics, by the end of Key Stage 2, most pupils have good instant recall of all tables up to times 12. They have a good understanding of numerators and denominators and most can convert decimals to fractions. About a third of the pupils can give equivalents - confidently. The higher and average-attainers have a good understanding of place value, and use 'inverse' and 'ratio' accurately. Nearly all can explain their method of working out.
23. Lower-attaining pupils can add two two-digit numbers and are developing an understanding of tenths and hundredths. The pupils are encouraged to explain their methods for working things out. They apply their skills to problem solving and investigative work. Most pupils have a good understanding of the full range of standard measurements. They can calculate the distance between cities, measure and construct regular shapes having investigated the size of the angles. Pupils have opportunities to collect and display information in a variety of ways and can calculate averages with understanding. Lower-attaining pupils can work out the amount of time using a clock. They have a limited understanding of symmetry.
24. In science, by Year 6, pupils make good progress. At the end of the key stage they plan their own investigations in a scientific manner. They know which apparatus is appropriate to particular experiments and can describe its usage. The pupils know and understand correct terminology; for example, evaporation. They can devise individual experiments and then co-operate with others to decide on best methods. The higher and average-attainers predict accurately. Most of the pupils know the

- differences between liquids, gas and solids and can give accurate examples of both. The lower-attaining pupils are beginning to devise their own experiments and can make predictions if given clear explanations and support during discussions. Nearly all of the pupils understand what is meant by a fair test and know that all but one of the variables must remain the same. Pupils record their work carefully in a variety of scientific formats, such as written reports, tables and charts. When relevant, they present their findings in the form of graphs, on computer.
25. In information technology, by Year 6, pupils' operational skills are similar to those of most other pupils and they are confident with computers. They can write and understand simple programs to control events for a monitored situation; for example, to operate traffic lights. The higher and average-attainers can suggest a range of sensors; for instance, smoke alarms, sprinklers and automatic doors. Although the school does not possess any sensors the pupils learn the difference between timed and monitored events and write programs in appropriate language. They have opportunities to operate these when a mobile technology centre, provided by the Educational Action Zone, visits the school. The pupils in Year 6, working in pairs, use control techniques effectively, when directing a car on a given route. They use a program efficiently to design a village. Pupils use CD-ROMs and the Internet to locate information with confidence. They solve problems through simulation games. The use of graphics programs in art is underdeveloped. The pupils write at length on word processors, in literacy and in other subjects, such as religious education, enhancing their text in a variety of ways. The progress of all pupils, including those with special educational needs and English as an additional language, is good and pupils achieve well.
 26. Within other subjects of the curriculum, the pupils achieve satisfactory standards and make good progress over time in history, geography and physical education. Progress is satisfactory in art, although the pupils' breadth of experience of a range of materials and techniques is limited. Progress over time in design and technology is unsatisfactory.
 27. The pupils' achievement in religious education is the subject of a separate inspection.
 28. In relation to the last inspection, good improvement has taken place in English, mathematics, science and information technology. The key issues for improving standards in these subjects have been resolved.

Pupils' attitudes, values and personal development

29. The school aims to support the pupils' personal development through understanding and recognition of self-worth, a feeling of caring and sharing attitudes and features such as tolerance, co-operation and responsibility. Inspection findings indicate that the school is successful in meeting these aims.
30. The personal and social development of the children under five is good. The children feel happy and secure and, as a consequence, their independence and self-confidence grow quickly and provide them with a good foundation for future learning. Children play effectively and fairly with each other and their behaviour, in and around the school, is good.
31. Throughout the school, the pupils display positive attitudes to learning. They are keen to learn, eager to please and readily discuss their work. Parents feel that the

school encourages positive attitudes. The pupils work extremely well together and take a lively interest in the activities provided by the school. They respond best to effective teaching, regular feedback, encouragement and praise. A survey of the pupils and parents' views strongly confirms that pupils are happy at school. Most pupils take a pride in their work and presentation is good in Key Stage 2.

32. Behaviour is very good in lessons and in the playground. In assemblies, the pupils enter and leave in an orderly manner; they listen attentively and respond well to questioning. A small number of pupils in Year 5 can be unco-operative, but they are not allowed to disturb the learning of others in the class. No incidences of bullying were seen during the inspection or reported by the pupils interviewed. The school had one exclusion in the previous school year.
33. Relationships in the school are very good. These contribute significantly to a sense of teamwork and feelings of mutual trust and respect among pupils and staff. Older and younger pupils are confident in talking about their feelings towards their life in school. They are encouraging and supportive of those with special educational needs. Of particular note, is the way the pupils have welcomed the pupils from Kosovo into the school community. Lunchtimes are lively, social occasions. Table manners are generally good and this is promoted by having a mix of age range on each table. The pupils in Year 6 take on capably a supervisory role during the meal.
34. Parents feel that pupils are encouraged to care for one another. Pupils in Year 6 take responsibility for children in the reception class on their entry to school and, in their writing, they indicate how seriously they take this role. There is a high degree of racial harmony within the school, which is one of its many strengths, and this contributes significantly to the very good personal development of the pupils.
35. Attendance is just below the national average, having fallen during the last two years, but there are recent indications of a slightly improving position. Unauthorised absence is broadly in line with the national average. As at the time of the previous inspection, punctuality continues to be a concern. Pupils who arrive late not only miss the learning opportunities, but they interrupt lessons for other pupils, especially where they have to pass through other classes to reach their own.

HOW WELL ARE PUPILS TAUGHT?

36. The quality of teaching is good overall. During the inspection, 61 lessons were observed and teaching was always at least satisfactory. In 39 per cent of lessons, teaching was good; in 26 per cent, it was very good; and in three per cent, it was excellent. The quality of teaching has improved since the previous inspection, when 16 per cent was unsatisfactory and there was less teaching of a very high standard.
37. The quality of teaching for the children under five is good overall. It is satisfactory in the nursery and good, with some very good features, in the reception class. Staff have a good knowledge of how young children learn and of the curriculum for this age group. They plan work effectively to provide a range of practical activities, which build well on children's skills and knowledge. This is particularly apparent in the reception class, where the teacher skilfully plans lively and stimulating lessons in literacy and numeracy. Teachers explain work clearly and this means that children know what they have to do, start work promptly and work at a good pace.

Management of behaviour is good, based upon the very good relationships with the children and clearly established classroom routines.

38. The teachers in Key Stage 1 have satisfactory subject knowledge. They plan carefully, making good use of assessment information to match work well to the needs of all pupils. They teach the basic skills in literacy, numeracy and information technology well. The class teacher in Year 2 has only recently returned to work and is working hard and successfully to re-establish a good work ethic in the classroom and promote appropriate progress. During her absence, the quality of teaching was not maintained at an effective level, which resulted in underachievement and low standards of attainment. Teaching of art, geography, music, and physical education is now satisfactory. Little design and technology is taught which is an unsatisfactory situation. From the analysis of the pupils' work earlier in the year, the teaching of history is judged to be unsatisfactory due to the limited breadth and depth given to the subject.
39. Teaching in Key Stage 2 is good overall, frequently very good, and occasionally excellent. It is particularly good in mathematics and has resulted in very good achievement by pupils. Where the teaching is good, work is planned effectively to meet the needs of all pupils and lessons are interesting, with a range of stimulating activities. This is a good improvement on the last inspection when work did not meet the needs of higher and lower-attainers. All of the present staff teach the basic skills of literacy and numeracy effectively. Teachers introduce lessons in a lively manner, making good use of appropriate vocabulary. They tell pupils what it is that they are expected to learn and instructions about work are clear. Pupils know what they have to do and settle to work quickly and concentrate well on independent tasks. In Key Stage 2, teachers have good subject knowledge and very high expectations of their pupils. They question them skilfully, targeting questions well to individuals, and pupils respond eagerly. For example, when the teacher directed challenging questions to Year 6 pupils in an excellent numeracy lesson, they gained in confidence and mental agility when converting decimals to fractions and then identifying equivalent fractions. In the very good and excellent lessons observed, teaching was vibrant using management skills which promote high levels of independence and initiative.
40. Teachers remind pupils about the standards they expect and there is a brisk pace to most lessons, particularly in Key Stage 2, which gives pupils a sense of urgency about their work. The end of lessons is used well, not only to share work, but also to give pupils time to reflect on what they have learned and how this is to be developed further. During these sessions, teachers assess what pupils have learned and amend future planning appropriately to build progressively on pupils' learning. Marking of work is appropriate and in line with the school policy but in some classes, particularly Year 6, marking is very good and lets pupils know what they have achieved and how to improve their work. Teachers have very good relationships with their pupils; they value them highly and listen to them with respect. This promotes pupils' self-esteem and confidence well and encourages them to make great efforts with their work. Teachers manage their classes positively and use praise and the school's rewards system quietly and effectively. Pupils understand clearly what is acceptable behaviour and respond well. Homework is varied and interesting and makes a good contribution to pupils' learning. The teaching of geography, history and physical education is good and it is satisfactory overall in art, although examples of good and very good teaching were observed.

41. Throughout the school, where teaching is less successful, resources are not always appropriate. For example, in an activity based on letter sounds, the pens provided for the nursery children were too thick for the writing task they were undertaking. The pace of lessons sometimes slows, as when Year 1 pupils choose partners in a physical education lesson and waste time waiting for further instructions. The impact of the weak teaching in Year 2 has had serious consequences for those pupils, who now have to make up for lost time.
42. Teachers are fully aware of children with special educational needs and plan work which is carefully matched to their needs. There are no specific support assistants for the pupils with special educational needs but, in most classrooms there are teachers and assistants who support successfully other groups of pupils, such as Kosovan pupils. This support is of good quality and allows the class teacher to concentrate on other pupils, including those with special educational needs. However, in Years 1 and 5 there is no additional staffing within the classroom and in Year 5, a group of children who exhibit behavioural difficulties demand much of the teacher's time. Despite her best efforts, this slows the pace of some lessons, reducing the impact of teaching and limiting the learning of other pupils. Some pupils with special educational needs receive good support from the local education authority's support teachers on a regular basis and this promotes good progress.
43. The school also makes good use of available expertise from outside the school. For example, a teacher with advanced skills in mathematics has worked successfully in the school and a local premier league football club teaches a course of football skills.

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

44. The school's curriculum is broad and balanced and meets most requirements of the National Curriculum, other than in the provision for design and technology. Overall, the curriculum provides well for pupils' intellectual development and their personal and social development is promoted well through the Salford 2000 syllabus for religious education. There is a very good emphasis on literacy and numeracy and the school's strategy is effective in these areas. Literacy, numeracy, information technology, music and physical education are taught as separate subjects, as is science in Key Stage 2. Other subjects are taught within a topic framework over a two year programme. The teaching of art is intended to be linked closely to design and technology; however the emphasis is more strongly on art and little attention is paid to design and technology. The school has recognised this and recently produced a draft policy with the intention of re-introducing the subject this term.
45. The school provides a good range of learning activities for the children under five in the nursery and in the reception class. Planning is securely based on the six areas of learning set out nationally. Activities are suitably practical and appropriate for the age group.
46. There are now appropriate policies and schemes of work in all subjects, which was a key issue at the time of the last inspection. Curriculum planning focuses well on covering the skills and knowledge to be learned and teachers generally make good links between subjects. Time allocations, however, are heavily weighted towards

English, mathematics and religious education. This results in some subjects, such as art and design and technology having very little time allocated and consequently pupils' progress in developing skills is limited. The way in which the timetable is arranged also means that some lessons are overlong, particularly in Key Stage 1, where literacy and numeracy lessons sometimes last for one and a quarter hours. It results in the younger children sitting, working for longer stretches than is usual for this age group and limits their opportunities for appropriate practical experiences, such as imaginative play in the role-play areas. There are few opportunities for this type of creative activity in Key Stage 1.

47. The school recognises the value of introducing pupils to investigative work and independent learning. This has a significantly positive impact on their progress in several areas of the curriculum, particularly mathematics, science and information technology. Older pupils are encouraged to undertake independent personal research in the school library, although opportunities to do this on CD-ROM or the Internet are more limited.
48. Provision for the pupils with special educational needs is good. Pupils are identified at an early stage and are fully included in classroom activities. Teachers plan well to provide for the targets of the pupils' individual education programmes. Progress for all of the pupils on the school's register of special educational needs is regularly reviewed and new targets set. The co-ordinator monitors the progress of those pupils on the register and maintains a clear overview, although she has little time allowed to support teachers and pupils within the classroom or to check how effective the programmes of work are.
49. The curricular provision for the pupils with English as an additional language is good. The pupils from Kosovo are taught in small groups with work well matched to their ages and abilities. They are taken on weekly out-of-school visits to develop their English and knowledge of this country. The teachers and the assistant for these pupils provide security and develop the pupils' self-confidence and self-esteem effectively.
50. The curriculum is much enriched by a wide range of extra-curricular clubs and activities and by links with the Education Action Zone. The latter provides much support for the curriculum, including expertise in information technology, valuable curriculum resources such as large play equipment for the nursery, a full-time classroom assistant and opportunities for out-of-school events and visits. The school involves its pupils in a summer school, which gives extra opportunities to enrich learning. There is an annual residential visit for older pupils, which promotes their academic, physical and social development well.
51. The school makes very good provision overall, for the pupils' spiritual, moral, social and cultural development, including those with special educational needs and English as an additional language. Parents praise the school's Christian ethos.
52. Provision for the pupils' spiritual development is good. The quality of assemblies is generally good and they are firmly based on Christian values. Time is given for reflection on issues raised during the assembly. Prayers are said at lunchtime and at the end of each school day. A weekly prayer meeting is well attended and contributes effectively to spiritual development. The pupils attend Mass on a regular basis and are fully prepared for First Communion, although there are limited occasions when they learn about other faiths. Visitors to the school promote

spiritual development. A minister of a local Church of England takes an assembly once every half term and students from a local Christian group 'Pais' use puppets and music to tell stories with a moral theme. These opportunities broaden the pupils' horizons.

53. The school's provision for both moral and social development is very good. The school has worked hard to ensure that in all its work, it challenges discrimination, has equal opportunities for all and teaches the pupils the difference between right and wrong. In all of these aspects the school is successful. The school ensures that pupils study environmental issues and look at cause and effect. The troubles in Kosovo and the admission of refugees into the school have given the pupils insight into the importance of freedom and equality and the moral issues of war. The school's adoption of a behaviour management strategy based on rewarding good behaviour and clear sanctions for unacceptable behaviour is clearly successful. It makes a significant contribution to the relationships between pupils and between pupils and adults, and to racial harmony within the school. Parents praised the school for its family and whole-community approach. Rewards and sanctions are used well to acknowledge pupils' achievements in all areas of school life. The Good News assembly each week is instrumental in developing a feeling of community and each person's role of responsibility within it. The school ensures that a budget allowance is made each year to enable the pupils to be rewarded with high quality treats such as visits to the cinema, ten-pin bowling, orienteering and seaside trips. The pupils value these rewards highly and the school sees this as essential to its behaviour programme. Although no bullying was observed during the inspection, the school has no anti-bullying policy that states what procedures there are to deal with this form of challenging behaviour.
54. The school provides a wide range of opportunities for pupils to use initiative and take responsibility. The pupils appoint a head boy and girl in Year 6 for a six month tenure and these pupils are selected to provide a good example of leadership throughout the school. The Service Squad [a group of Year 6 pupils] takes on monitoring duties involved in the day-to-day life of the school. In every class, teachers have monitors for a variety of tasks to help with the smooth running of the class. The Student Council has representatives of pupils from Key Stage 2, which enables the pupils to have a voice in school affairs. They have made a significant contribution to the quality of outdoor play at break-times. The school has allocated the Student Council a generous sum of money. The council has to decide the most advantageous way to spend the money to benefit all pupils.
55. The school's provision for cultural development is good. Every class has one educational visit each year linked to art, music or history. The Kosovan pupils have an out of school visit each Friday. They go to the library each week and have also visited the Lowry Centre, HMS Bonnington and the Arndale Centre. Theatre companies come to the school. Last year during a 'Shakespearean Week', the pupils wrote sonnets and experienced a variety of drama linked to workshops. A group of pupils performed at the Millennium Dome earlier this year and their dance combined elements of Irish, Caribbean and Asian dancing, reflecting the influences of the Old Trafford community. Although there is a good degree of racial harmony throughout the school, there is little evidence of detailed study of faith and life in other cultures. The pupils in Year 4 have made a study of life in an Indian village. There are few artefacts in school to help the pupils' understanding of other faiths. This is an area for development.

56. The school has a sound range of involvement with the local community that enhances pupils' education. In addition to the usual range of visits by the police, fire brigade and ambulance service, players from the local football club provide football skills training and pupils have the opportunity to visit the club's ground. As part of their history studies, pupils dressed up as their favourite historical character and invited the local community to come and see them. Pupils give concerts at the local elderly people's home and a number of pupils were involved in a dance performance at the nearby Trafford Centre. The pupils in Year 5 have helped in the design of a new look community centre.

57. There are very good links with the main partner high school that ease the transition to secondary education for the majority of pupils. Links with other high schools to which pupils transfer are good, as are the links with other local primary schools, particularly through the Education Action Zone initiative. Pupils take part in inter-school activities in sport and music and these contribute well to their social and educational development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

58. The school has very good procedures for child protection and for ensuring pupils' welfare. Staff have a genuine concern for the well being of all their pupils and have created an environment in which pupils are valued and respected. The headteacher rightly gives a high priority to child protection matters and all staff, including mid-day support assistants, are well briefed. One member of staff is a qualified first-aider and others have received first-aid training. The school nurse visits weekly and the school is in the local Health Action Zone.
59. The school has a very good and comprehensive health and safety policy, together with a personal safety and security policy. These are reviewed annually with the governing body. An annual risk assessment of the premises and grounds is carried out. Pupils are made aware of safe practices during lessons. The buildings and grounds pose no apparent threats to pupils' safety, although there are some uneven paving slabs adjacent to the main playground. The need to attend to these has been identified in the school development plan.
60. There are good procedures for monitoring attendance. Any absence not supported by a note or telephone call from the parent is followed up promptly and any problems or concerns are referred to the headteacher. The education welfare officer calls at the school each week and visits families where there is a concern about attendance or punctuality. Good attendance is rewarded and this encourages pupils to attend regularly. The introduction of the breakfast club has helped to improve punctuality.
61. The school's procedures to encourage discipline and behaviour are very good and help to make the school an orderly and pleasant community. The focus is on recognising and rewarding good behaviour. This encourages the majority of pupils to behave very well and has a positive effect on the quality of their learning. All of the pupils have improved behaviour as their personal target and this, too, has a positive effect on behaviour. There are, however, a small number of pupils who find it hard to behave well and teachers use appropriate strategies to modify their poor behaviour, supported by the headteacher where necessary. Awards for good behaviour are given out in the whole-school assembly each Friday and those pupils who achieve consistently good behaviour are rewarded with a quality prize such as a visit to the cinema or bowling alley. The school does not have a formal anti-bullying policy but its measures for dealing with the minimal bullying and other oppressive behaviour that occurs are effective.
62. There are good procedures for assessing pupils' attainments on a day-to-day basis and formally at the end of each year. Reception year children are assessed on entry to school. The information gained is used competently in planning appropriate work and to predict the standards the children are likely to attain at the end of Key Stage 1. Records are kept of pupils' attainment in the annual assessments in English, mathematics and science and these are now being entered onto a new computerised system. This will simplify the checking of progress made by individual pupils, which, is possible currently but is time consuming. Senior managers make a thorough investigation of assessment results to ensure that both boys and girls and pupils of all racial groups are achieving appropriately. Assessment information is utilised appropriately when setting achievable targets for school improvement. The information is used well in targeting support by the Education Action Zone assistant, to raise attainment in literacy in Years 3 and 4 and at the end of both key stages,

although this was unsuccessful in Year 2 earlier this year. Pupils are now setting themselves targets on a termly basis, with the support of teachers and these are clearly displayed in classrooms, sometimes in a way that makes it easy for pupils to see their progress. For example, at the start of each term pupils in some classes place their target at the bottom of a target tree and move up to the branches as they make progress. This promotes their personal development and self-knowledge effectively. Good use is made of the library computer to check the reading habits of pupils and to target improvement. The assessment co-ordinator is knowledgeable and has been influential in improving the procedures and use of assessment information.

63. The school has a very caring ethos and provides very good personal support and guidance for its pupils. Pupils with special educational needs and those with English as an additional language are well supported by teachers. Parents are appropriately involved and informed of progress. Any problems that arise are quickly recognised and appropriate support is provided. Pupils have regular opportunities to share concerns during class discussions. Pupils value the good system of awards, which encourages them to work hard.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. Overall, the impact of parents' involvement in the work of the school is satisfactory. Parents have positive views of the school and the vast majority are satisfied with the quality of education that their children receive. Most parents feel that staff are most approachable and that they respond well to any concerns that are raised. They approve of the new-style reports on pupils, but some parents consider that there should be more than one formal opportunity each year to discuss their children's work and progress with the teachers. The school works hard to involve parents in the life of the school and in their children's work. The school recently carried out a survey of parents' views on the school by means of a questionnaire. Although the response rate was only a little over 20 per cent, the responses indicated a high level of satisfaction with the school. Some parents wished for more information to be provided about what pupils are about to learn and the school is considering ways of meeting this request.
65. The quality of information provided for parents is satisfactory overall. The prospectus contains useful information but is very brief on curriculum. Newsletters are sent home at regular intervals. These are informative and are attractively presented. A useful guide for parents about homework is provided. The new-style annual reports contain little narrative, being mainly a list of achievement grades against key elements of each subject. There is also a grade for effort and enthusiasm for each subject. The reports also contain a brief general statement, together with a record of attendance and punctuality. Where either is unsatisfactory, this is stated, and there is space for pupils' and parents' comments.
66. The contribution of parents to their children's learning at school and at home is unsatisfactory and does not support the pupils' hard work in school. Few parents work in the school and the school receives little support from parents in ensuring homework is completed and returned on time. There was a low return rate for the home-school agreement. A more successful initiative arose from the identification of a number of Key Stage 1 pupils who could benefit from additional support. Parents of these pupils were offered the opportunity to be shown how to work in

school alongside their children and there was a good response. One parent has been involved in training the school football team and this has proved very successful. His success, and that of the team, was recognised in the whole-school assembly during the week of the inspection. The school has tried hard to encourage greater parental involvement in their children's learning but with only limited success.

67. Parents of children with special educational needs are informed at the earliest possible stage when their child is placed on the special educational needs register. They understand the procedures used and are kept well informed of their child's progress, both informally and at termly reviews.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. The school is well led and managed by the committed and conscientious headteacher with strong support from his able deputy.

69. The headteacher provides good leadership and management of the school and is well supported by a hard-working staff. He is active in seeking to involve the school in a range of initiatives to improve the school environment, extend the range of learning opportunities and provide additional classroom support. These include the school's participation in the Education Action Zone and the Investors in People award. He also makes strenuous efforts to market the school in an effort to combat the reduced number of admissions. As overall curriculum co-ordinator, the deputy headteacher, supported by the English co-ordinator, has led by example and played a leading role in the introduction of national strategies for literacy and numeracy with a positive effect on the standards pupils achieve, particularly in Key Stage 2.

70. All the issues raised in the last inspection report have been successfully addressed and there are now clear roles for the senior management team and for curriculum co-ordinators, with a positive effect on the learning opportunities for all pupils. Teachers' daily planning sets clear learning objectives and work is well matched to pupils' different abilities.

71. It is the policy of the school that the monitoring of teaching is undertaken by the headteacher whilst planning is monitored by the deputy headteacher and the curriculum co-ordinators. The headteacher has a regular programme for monitoring and evaluating teaching and clear records are kept. This has had a positive effect overall on teaching and learning in school. However, the monitoring of teaching was insufficiently rigorous in the Year 2 class, during the absence on maternity leave of the class teacher. The recent results of the statutory assessment tests at the end of Key Stage 1 show a dramatic fall in standards in English, mathematics and science. The school recognises that strenuous efforts need to be made to raise the attainment of this group of pupils and to closely monitor their progress through the school.

72. Provision for pupils with special educational needs fully meets national requirements. Despite the limited time available to her, the co-ordinator manages provision well and has an appropriate overview of the register and individual pupil's education plans. However she has no opportunity to support teachers or pupils in class, to see how effectively these plans are being implemented or how provision might be improved further. Management of the provision for pupils with English as an additional language is good and enables the pupils to make good progress.

73. Lesson planning is regularly monitored by the deputy headteacher and by co-ordinators in the core subjects to ensure that all areas of the curriculum are being satisfactorily covered according to the agreed school policies. This is to be extended to other areas of the curriculum in the coming year. However, the role of the co-ordinators does not extend to the monitoring of teaching in their subject which restricts their overview of standards. The school fulfils all the requirements of the National Curriculum, apart from the teaching of design and technology where statutory requirements are not being met.
74. The headteacher, in discussion with staff, identifies areas for development. These are shared with the governing body, though the governors themselves do not take an active role. The school development plan is costed appropriately and the targets identified are suitable, most recently including the introduction of the national strategies for literacy and numeracy. As part of this process, curriculum co-ordinators for English and mathematics have been allocated some time to monitor learning in the classrooms. The deputy headteacher, however, does not have any regular time allocated during the school day for her management responsibilities. The headteacher has been most successful in obtaining additional staff and funds to support curriculum development and the raising of standards through participation in the Education Action Zone.
75. The school has explicit aims and values that are shared by the governors and staff. The ethos of the school is positive and friendly and reflects its religious affiliation. Common values are shared, based on the principles of politeness, good behaviour, positive attitudes and personal development. Notwithstanding the situation in Year 2 this year, there is a commitment to raising standards, as illustrated by the successful introduction of the literacy and numeracy strategies and the improvement in information technology.
76. The governing body is supportive of the school, meets regularly and has an appropriate structure that includes committees for curriculum, finance and staffing. The governing body fulfils its statutory obligations. The finance committee monitors the school budget closely and gives due consideration to the cost effectiveness of its decisions. Whilst the governing body has a broad overview of the school and its finances, it is insufficiently active in setting priorities for the school and in monitoring standards.
77. The senior management team has established systems to monitor and evaluate performance, diagnose strengths and weaknesses and to take action to secure improvement. These are successful in analysing results at the end of the key stages and the action taken after the 1999 results led to a considerable improvement this year in the core subjects at the end of Key Stage 2.
78. The school makes good strategic use of resources, including specific grants and additional funding, linking decisions on spending to educational priorities identified in the development plan. Support staff funded by the Education Action Zone, the Ethnic Minorities Fund and Refugee Council have been used appropriately and well to give specific support in literacy and numeracy lessons to raise standards.
79. Day-to-day financial control and school administration are very good and effectively support the smooth running of the school and very good use is made of information technology. The most recent auditors' report confirms that administration is of a high standard. The school secretary is extremely efficient and also provides a

welcoming first impression of the school. Curriculum leaders are given the responsibility of managing their own budget. All expenditure is well documented and governors monitor effectively income and expenditure. Prompt action was taken to avoid a possible deficit last year and there are contingency plans to deal with any possible shortfall resulting from falling rolls. The school increasingly applies the principles of best value in securing and using resources and services.

80. There is a good match of qualified teachers and support staff to the demands of the curriculum. As at the time of the previous inspection, the staff are hard working with a strong team spirit. The accommodation is adequate for the number of pupils but there is a shortage of storage space and access to some classrooms is available only through other classrooms. The learning resources are at least satisfactory in most subjects, but are unsatisfactory in design and technology, history, geography and art. There has been an improvement since the previous inspection in resources for special educational needs; no change in history and geography; and resources for English have been much improved. Overall, the staffing levels, accommodation and learning resources have a satisfactory impact on pupils' learning.
81. There are good procedures for the induction and appraisal of all staff, but the situation in Year 2 casts doubt on the effectiveness of the procedures in practice. The prestigious Investors in People award recognises the effective staff development programme which is linked closely to the needs of the school and of the individual.
82. In relation to the income received, the quality of education provided and the progress and attainment of the pupils, the school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

83. In order to build on current strengths and raise attainment further, especially in Key Stage 1, the governing body, headteacher and staff should now:
- a) as a matter of urgency, raise the standards of attainment and the rate of progress of the pupils in the current Year 2 class in all subjects; *(see paragraphs 16-20, all subject paragraphs)*
 - b) improve the provision for design and technology throughout the school; *(see paragraphs 20, 26, 38, 44, 73 and 143-145)*
 - c) formulate procedures to deal with ineffective teaching of temporary staff; *(see paragraphs 38, 71 & 73)*
 - d) extend the governors' role in setting priorities in the school development plan and in monitoring standards of teaching and learning. *(see paragraphs 74 & 76)*

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

- the lack of imaginative role-play areas in Key Stage 1; *(see paragraph 46)*
- the length of some lessons in Key Stage 1; *(see paragraph 46)*
- the deployment of support staff during whole-class sections in the literacy and numeracy sessions; *(see paragraphs 112 & 126)*

- the omission of a anti-bullying policy. (*see paragraph 53*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	26	40	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	156
Number of full-time pupils eligible for free school meals	0	85

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	52

English as an additional language

	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	8	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	11
	Girls	7	7	7
	Total	14	16	18
Percentage of pupils at NC level 2 or above	School	64 [59]	73 [74]	82 [77]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	10	8
	Girls	7	7	7
	Total	14	17	15
Percentage of pupils at NC level 2 or above	School	64 [59]	77 [69]	68 [78]
	National	82 [81]	86 [85]	87 [86]

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	10	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	4	8
	Girls	7	6	7
	Total	16	10	15
Percentage of pupils at NC level 4 or above	School	64 [62]	40 [55]	60 [52]
	National	70 [65]	68 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	8	8	9
	Total	17	17	20
Percentage of pupils at NC level 4 or above	School	68 [62]	68 [62]	80 [59]
	National	68 [65]	69 [65]	75 [72]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	47
Black – African heritage	3
Black – other	2
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	5
White	77
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	16.5
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	2.7
Total aggregate hours worked per week	55

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	13
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Financial information

Financial year	1999
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	£
Total income	387,254
Total expenditure	387,254
Expenditure per pupil	1,976
Balance brought forward from previous year	0
Balance carried forward to next year	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	130
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	28	1	3	1
My child is making good progress in school.	61	31	7	1	0
Behaviour in the school is good.	35	52	7	0	6
My child gets the right amount of work to do at home.	44	38	14	3	1
The teaching is good.	65	28	4	0	3
I am kept well informed about how my child is getting on.	39	52	4	4	0
I would feel comfortable about approaching the school with questions or a problem.	76	20	3	1	0
The school expects my child to work hard and achieve his or her best.	70	27	0	1	1
The school works closely with parents.	48	41	6	3	3
The school is well led and managed.	66	24	3	3	4
The school is helping my child become mature and responsible.	58	39	0	0	3
The school provides an interesting range of activities outside lessons.	39	38	13	1	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

84. Sound provision is made for children under five. At the time of the inspection there were 31 children under five attending full time; 26 in the nursery and five children in the reception class. The nursery and reception class are each staffed by a full-time teacher and a nursery nurse works full time in the nursery. The children are housed in adjacent classes with easy access to a secure outdoor play area which is well equipped and benefits from a large safety surface. Children regularly use the swings and balancing equipment on the grass at the far end of the playground. Resources are sufficient and suitable for the age range, though the imaginative play areas in both nursery and the reception class are somewhat uninviting.
85. Children are generally admitted to the nursery in the September of the school year after their third birthday but, if places are available, they can be admitted before this date, providing they are already three years old. Therefore, children can be in the nursery from three to five terms. Children move into reception in the September following their fourth birthday. Parents are given a useful information pack before their children attend nursery and reception and they are invited into school to talk to the headteacher and to the teachers. Nursery children follow a structured timetable based on the nationally agreed Desirable Learning Outcomes for the age group and, in the reception class, this is supplemented by the appropriate elements of the National Literacy and Numeracy Strategies. The activities in both classes are relevant and suitably practically based.
86. Informal assessment of the children's skills in their first term in the nursery indicates that a range of attainment is represented but, overall, the attainment of the majority of children is well below that expected of the age group. Though children make good progress in the nursery, the local education authority's assessment test administered at the beginning of the reception year, indicates that children's attainment is still below the expected level. Children, including those with special educational needs, continue to make good progress overall in reception, with very good progress in language and literacy and mathematics and by the time they are five, the attainment of the majority of children meets the expected level in all areas of learning. A well-structured programme of activities in reception, which takes account of different levels of attainment, enables most children to move in to the Key Stage 1 National Curriculum at the appropriate time. This is an improvement since the last inspection, when progress was judged to be satisfactory and is due largely because of the good quality of teaching overall and the very good teaching of literacy and numeracy in the reception class.

Personal and social development

87. Good progress is made in developing personal and social skills and most children meet the nationally set learning outcomes by the time they are five. Children are happy to come into the nursery and gain an understanding of rules for acceptable conduct from the earliest age. They show independence by choosing from the range of activities set out as they arrive. The children tidy up quickly at the end of each session and line up sensibly to go to the hall. They co-operate well when sharing equipment and take turns to use the swings and balancing equipment. The majority concentrate for almost half an hour when joining the whole school for Good

News Assemblies. Whilst a few children have some difficulty in conforming to rules, the consistent approach by the teacher and nursery nurse is effective in promoting personal development. In the reception class, the children continue to develop confidence. They respond well to the high expectations of the teacher who makes them aware of the purpose of each activity and who encourages independence, be it putting on their own aprons, accessing the computer for instructions or finding a word on the 'word wall'. They show great enthusiasm for the good variety of learning opportunities on offer and are keen to start work as soon as possible. During an outdoor games lesson they treat the new equipment with great respect and return it to the correct place when required. They co-operate well in groups, helping each other to find words or to use the computer.

88. The quality of teaching is good and this area of learning is given a suitably high priority. Every opportunity is taken to reinforce good behaviour and to provide co-operative learning activities; for example, children in reception collaborate to make up questions in order to find out what is hidden in the box. Class procedures are constantly referred to so that children learn exactly what is expected of them and so feel secure throughout the day. The very good teamwork between the teacher and the nursery nurse provides a good example of co-operative working for the youngest children. The reception class is well organised to enable the children to have easy access to all the resources, thereby encouraging independence.

Language and literacy

89. Most children meet the nationally set Desirable Learning Outcomes by the time they are five and are ready to move onto the National Curriculum, though the level of speech for a small group of children is still limited. This area of learning is appropriately given a high priority. Children make sound progress in the nursery and very good progress in the reception class. There are good opportunities for language development in the nursery in the specific literacy sessions and children enjoy listening to stories and can join in with familiar tales such as the Gingerbread Man. The majority of children can pick out rhyming sounds such as jam and ham as they discuss the big pictures and they know a good range of rhymes by heart. However, opportunities for language development across other areas of the curriculum are sometimes lost, for example, when tasting exotic fruit. Higher-attaining children can write their name and copy simple sentences, and can trace the dots to complete letters. They have many opportunities to practise writing, for example, in the travel agent's corner, though on occasions the writing implements, such as large felt tip pens are unsuitable for small hands. Children develop a good awareness of letter sounds in the reception class. In following the appropriate elements of the literacy strategy, most children can pick out sounds such as 'ch' and 'sh' in a series of sentences and many can make up and copy simple sentences. Most the children can write their own name and lower-attaining children learn to copy short phrases given support and sufficient time. The reception class is a language-rich environment with every opportunity taken to develop language skills through discussion, such as talking about their own toys or listening to the teacher as she talks about her own childhood. The children have a reading book each from the scheme appropriate to their level of understanding and most children can follow simple text and relate this to the pictures and can talk about crucial events in the story. Higher-attaining children are learning to read with confidence and pay full attention to punctuation.

90. Teaching is satisfactory in the nursery and good in the reception class with some very good lessons observed. Every opportunity is taken for adults to talk to the children, though sufficient time is not always allowed in the nursery for children to express their own thoughts. Good use is made of big books in both classes to develop language skills and an understanding of the written word. Phonics and letter formation are systematically taught with a good effect on children's learning of the basic skills. Teachers have developed an effective system for assessing and recording children's progress and the information provides a good basis for planning future work for individuals and groups. In the reception class, good use is made of the interactive computer programs to develop reading and writing skills. Children respond well to the high expectations of their teacher and are fully aware of the aims of each lesson; activities are interesting, challenging and suitably practically based, for example when writing a letter to Bella the dog. The teacher uses the correct language to promote understanding. The children know what is meant when the teacher says that they 'scanned' the book previously before telling a story.

Mathematics

91. The majority of children achieve the Desirable Learning Outcomes and are ready to move on to the National Curriculum at the appropriate time. A suitable emphasis is placed on numeracy and good gains in learning are made overall, with very good progress made in the reception class. Many opportunities are taken to count in the nursery and most children can count up to ten and are familiar with a good range of number rhymes. However, incidental opportunities for counting are not always fully utilised; for example, when lining up. They recognise and can name simple shapes and use these to make a picture. They can also use their skills in making sets of objects which have similar shapes or colours. Numeracy skills are suitably extended in the reception class through regular practice in the numeracy sessions and through a good range of practical activities. Most children can count accurately to 20 and many can count in twos to ten and in tens to 100. Higher-attaining children are developing an understanding of place value in looking at the numbers from ten to 20. Most children can recognise and name simple two-dimensional and three-dimensional shapes; for instance, when choosing to paint on rectangular or circular paper.
92. Teaching of mathematics is good overall and is very good in the reception class. The activities are well planned and suitably practically based and good use is made of assessment information. Games are utilised effectively to make learning enjoyable, as when children play a game of musical chairs in reception when practising putting numbers in order. Opportunities are provided for practical problem solving in both classes, be it deciding what shape a particular group of objects have in common or looking for clues before deciding whether a box is heavy or light.

Knowledge and understanding of the world

93. Children make good progress overall in acquiring knowledge and understanding of the world through a suitable range of practical activities and most achieve the appropriate level by the time they are five. The children's progress in acquiring computer skills is particularly impressive and at the end of their reception year many children have skills in advance of their age. Nursery children have many opportunities of playing in the water and look carefully at the patterns they make with a variety of tools in the sand. They gain an understanding of celebrations

through their own birthdays and through baptising the baby doll. The children learn the names of many domestic and wild animals and had the opportunity to handle a pet rabbit at Easter. They taste and learn the names of a range of tropical fruits and understand the type of clothing to keep them cool in the summer. They also learn about the danger of fire during a visit by the fireman. The children continue to develop their understanding as they move into the reception class. They compare new toys to older ones and gain a good understanding of chronology as they look at and discuss the toys which their teacher, her mother and her grandmother played with. The children learn about the environment as they visit the water board trailer and consider how to keep the world safe. They examine the effect of pouring water on to dry sand and learn which of the doll's clothes benefit from being washed. Children develop their computer skills well during their lesson in the computer suite as they make labels for their own work. They are familiar with the correct language and most children are able to select the appropriate icons for enlarging letters or changing their colour. Most children can control the mouse well, and higher-attaining children understand the purpose of the delete and return keys. They use their skills well throughout the day with the interactive programs and the listening centres.

94. The quality of teaching is good overall. Activities are well planned and suitable for the age range. Good use is made of simple assessment procedures in both classes to monitor children's progress. The good questioning skills of the reception teacher and the interesting variety of activities challenge the children to think; for example, when they are asked to make a car with plastic straws and wheels.

Physical development

95. Children enjoy a carefully planned programme of physical activities, make good progress and achieve the nationally set targets for learning by the age of five. There is an attractive, secure outdoor play area with appropriate resources and children also use the swings and balancing equipment on the school field to extend their physical skills. Nursery children negotiate the balancing beam skilfully and can run quickly about the field in their chosen direction. When using the large hall they are gaining a good awareness of space. Children undertake a good variety of activities to develop their manipulative skills. They can manipulate rolling pins with the playdough, complete simple jigsaws and use a range of construction toys, though many have difficulty in cutting out shapes. Children extend their skills effectively in the reception class. They can run and stop on command, hit a tennis ball with the large bats and can use paintbrushes and pencils with increasing control and skill.
96. The quality of teaching is generally good. There is a good range of indoor and outdoor activities with a suitable balance between instruction, as with the bats and balls, and the freedom to learn through play. Good records are kept with suitable detail for the younger children, with effective assessment procedures. Supervision is sufficient for safety.

Creative development

97. The children make satisfactory progress in nursery and reception and the majority reach the nationally agreed targets. Nursery children can name the primary colours and have experience of using paint and crayons. They make and decorate masks for Chinese New Year and make patterns from hand prints. They co-operate to

produce an effective reproduction of the Sistene Madonna in the style of Raphael with their finger prints. Children use the tips of their fingers to paint pictures in the pointillist style of George Seurat.

98. It is a strong feature of the nursery that gentle music is played throughout the day and is much enjoyed by the children. In the music and movement lesson, children sing and move well in time to the music, and clap and reproduce sound effects as appropriate. They have a good sense of time and rhythm. Children in reception know a good range of songs by heart and listen to music and singing with great attention. They can clap a simple rhythm accompanying a song and the children produce sounds by blowing, distinguishing between loud and soft and short and long sounds. Children paint skilfully from close observation of old and new toys. The quality of teaching is sound overall. The planned opportunities for drawing and music are generally good but opportunities for developing creativity through play are limited. The role-play areas in both classrooms are unimaginative and rather untidy.

ENGLISH

99. In the statutory tests in 1999, the pupils' attainment at the age of 11 was:
- below the national average;
 - well above the average for similar school.
100. The inspection findings indicate that, currently, attainment is just below the national average in Year 6 and the pupils in earlier years in the key stage are on course to attain the school's targets for English in 2002.
101. Within the present Year 6 class, approximately one third achieve standards in excess of those expected from 11 year olds. Standards have risen year on year since the last inspection and this shows a good rate of improvement.
102. In the 1999 statutory tests for seven year olds, their attainment was:
- below the national average in reading and well below the national average in writing;
 - well above the average in reading when compared to similar schools and above the average of similar schools in writing.
103. The teachers' assessment of speaking and listening skills indicates levels well below the national average.
104. Inspection findings indicate that standards have dropped sharply for the current Year 2 class as a result of ineffective teaching during the class teacher's maternity leave. The pupils' attainment is now at least well below the levels expected nationally in reading and writing. Since the last inspection in 1996, standards of reading and writing for seven year olds have risen well each year, except for the dramatic downward turn in 2000.
105. Standards of speaking and listening are satisfactory overall at the end of Key Stage 1 and good by the end of Key Stage 2, although in both key stages, listening skills are stronger than speaking skills. In Key Stage 1, many lack the vocabulary to fully express their ideas, although progress is good in relation to their prior attainment.
106. Although lower-attaining pupils make good progress in developing confidence in order to respond to what they hear, many have difficulty in responding orally in

lessons in English and during lessons in other subjects. In both key stages, pupils listen well to their teachers and to each other. They understand teachers' explanations during the Literacy Hour and join in class discussions. In Key Stage 2, by Year 6, the pupils understand that certain situations require more formal language. The Literacy Hour has improved speaking and listening skills and the pupils draw on a widening vocabulary to express ideas. A few higher-attaining pupils have very good listening skills and during discussions respond in ways that capture and hold the attention of listeners. The pupils with special educational needs and English as an additional language receive good support to enable them to develop their speaking and listening skills appropriately for their ages and abilities.

107. By the end of Key Stage 1, standards of reading are well below the national average. Although the pupils enjoy books and talk about their favourite stories, many struggle when reading text. Most have a satisfactory knowledge of initial sounds but few have learned how to join up sounds to help them read words that they do not recognise. This, together with recognition of too few key words, results in unsatisfactory progress in the development of reading skills. The pupils know about the roles of author and illustrator and a few pupils can explain about the function of the contents page. By the end of Key Stage 2, the pupils have made good progress with reading and most pupils read at a satisfactory level. The significant number of pupils with special educational needs or those who have English as an additional language make good progress with effective support from their class teacher and support staff. The pupils use their knowledge of the alphabet to utilise dictionaries and thesauri competently. The pupils can locate and collate information from a variety of sources, including information and communication technology. By the age of 11, most of the pupils have grown in confidence in utilising a range of strategies to establish the meaning of text and they progress well in forming opinions of characters.
108. By the end of Key Stage 1, attainment in writing is well below national averages. About half of the pupils in Year 2 can write a simple sentence, but with no reference to capital letters or full stops. Handwriting is poor with little evidence of correct letter formation or progression to joined script. Spelling of everyday, simple words is a major weakness. The pupils' weak writing skills impede their ability to use literacy skills across the whole range of subjects and this is an important factor in their overall unsatisfactory progress. By the age of 11, the pupils have made very good progress in handwriting, organising their work, spelling unfamiliar or long words and in using imaginative language when writing at length. During the inspection, the pupils were observed devising contracts employing official and technical language. Their progress in this lesson was excellent. Scrutiny of the pupils' workbooks for the current school year indicates that the pupils have good knowledge and understanding of writing for a range of purposes; for example, evaluations of poetry, writing their own poetry in the style of particular poets, such as Dick King-Smith, biography frameworks and book reviews, as well as research for projects and story writing. Project books show good examples of research skills and independent learning.
109. Throughout the school, pupils want to learn and when faced with demanding work and teaching conducted at a challenging pace, they respond cheerfully. Most get down to work straight away, concentrate for the whole lesson on what they have to do and take a pride in their work. In Year 1, the pupils listened carefully to Pet Puzzle poems and responded excitedly when they guessed the name of the animal.

Pupils in Year 2 showed a high level of involvement when the class gathered together to read a non-fiction book about dinosaurs. In Year 3, the pupils worked effectively together when talking about different points of view after reading 'King Max the last'. In Year 4, the pupils contributed well during a question and answer session after a multi-cultural story, when they had to look for clues to identify the country. An interesting range of Haiku poems on display indicates the pupils' willingness to express their ideas. A small number of pupils became restless in a lesson in Year 5 on persuasive writing in advertising, but they responded quickly when the teacher engaged their attention with questioning. In Year 6, the pupils settle to their tasks immediately and there is a purposeful, quiet, working atmosphere.

110. During the inspection, the quality of teaching in Key Stage 1 was satisfactory. The Literacy Hour is established and the pupils know the routines well. Lessons are planned effectively with clear learning objectives and group tasks are matched to the range of pupils' abilities, which promotes the pupils' learning. One exception to this was a spelling test given to the pupils in Year 1, all of who had the same test regardless of the stage of their development and most found the test too difficult. Both teachers manage their classes sensitively and good relationships are fostered. This has a positive impact of the pupils' learning and gives them confidence to tackle tasks that are new to them. However, the weak teaching during the class teacher's absence in Year 2 has had a most detrimental effect on the pupils' achievement and learning. The class teacher has returned and is now working hard to make up for lost time. The Kosovan pupils receive good support from the class teacher and from the designated teacher for these pupils.
111. The quality of teaching in Key Stage 2 is very good overall. As a consequence, in most of the lessons observed during the inspection, the pupils made very good gains in their learning over time. An excellent lesson was observed in Year 6. The teaching was vibrant and challenging; the lesson moved along at a brisk pace and maintained the pupils' high level of interest. Almost all of the pupils were eager to demonstrate what they had learned about the language used in formal contracts in the plenary session. All of the teachers in the key stage have very good relationships with their pupils and the vast majority of the pupils work hard to please their teachers. High expectations abound and lessons are stimulating. The Literacy Hour is implemented effectively and promotes the pupils' rate of progress. Pupils are expected to do their best at all times. Clear instructions are given and most teachers have the aims for the lesson on display to enable pupils to understand what they are expected to accomplish. Effective questioning skills are used to very good effect to assess understanding and to further the pupils' learning. The plentiful resources are used to maximise learning and are prepared well in advance of lessons.
112. In both key stages, teachers make useful assessments and evaluations after each lesson and these are noted on the reverse of the weekly planning sheets. This information is used to inform planning for individuals and groups. There was good evidence of this in action during the inspection. Marking is generally good and enables the pupils to have self-knowledge of their learning. The marking in Year 6 is particularly effective and a model of good practice, especially in the pupils' project books. Useful homework is set regularly, but parents do not always ensure that it is returned on time. Planning throughout the school follows the format suggested by the National Literacy Strategy. There are clear aims and objectives for each half term and effectively detailed weekly plans. The needs of the higher and lower-

attaining pupils are met effectively, including pupils with special educational needs and those who have English as an additional language. The role of the support staff during whole-class sessions is not sharply focused.

113. Since the last inspection, there have been good improvements through monitoring, evaluating and improving the pupils' performance. The literacy scheme of work has been implemented, the lack of which was considered a weakness in the last inspection report, and a considerable amount of funding has been allocated to resources for the Literacy Hour. All of the staff have received both national training and training provided by the co-ordinator. The library has been developed to promote the pupils' higher-order skills. The library has a computer system, so that pupils can easily find fiction and non-fiction books. The pupils are not yet able to put books back into the correct place and, at present, leave them at a collection point. The pupils' computer records enable teachers to check up on the number of books read by each pupil. Throughout the school, the pupils are taught the skills of classification, skimming and scanning. A child in reception was heard to apply the term 'scanning' in the correct context, during their Literacy Hour. Good benefit is made of the local education authority loan service to supplement library and classroom books. Very good use is made of the computer suite, when the pupils use Encarta appropriately to research their projects.
114. The co-ordinator has good subject knowledge and is enthusiastic and conscientious. She is the literacy co-ordinator for the Education Action Zone and will be a good role model for her colleagues. The co-ordinator fully understands the need for the pupils currently in Year 2 to make up lost ground as soon as possible. She has monitored the quality of learning during literacy lessons in most classes throughout the school.

MATHEMATICS

115. At the end of Key Stage 2 in 1999, the standards of pupils achieving the expected level were:
- well below the national average;
 - below the average for similar schools.
116. This indicated a fall in standards following a good improvement during the previous two years. However, inspection evidence and the projected results of the recent tests indicate a considerable improvement for the current year due to the introduction of the National Numeracy Strategy, an improvement in teaching and additional support from the local authority and the Education Action Zone. The inspection judgement is, whilst most pupils do not achieve the expected level, a large group of higher attainers are expected to achieve the higher level which is above the national average.
117. In the 1999 National Curriculum tests at the end of Key Stage 1, pupils' results were:
- broadly in line with the national average;
 - well above the average for similar schools.
118. Whilst fewer achieved the expected level than found nationally, the percentage of pupils achieving standards in excess of those expected of seven year olds was higher than the national average.

119. Results over the three years to 1999 show a steady improvement. However, inspection evidence and the results of the National Curriculum tests in 2000 show a dramatic fall in standards, with attainment well below pupils' achievements last year. Only 52 per cent achieved the expected level, as opposed to 82 per cent last year, and no pupil achieved the higher level compared to 32 per cent last year. This is due to the fact that insufficient work was completed by pupils in Year 2 during the absence of the class teacher on maternity leave.
120. By the end of Key Stage 2, most pupils have good instant recall of all tables up to times 12. They have a good understanding of place value, including decimals and, can quickly convert fractions to equivalent decimals and percentages. Lower-attaining pupils can add two two-digit numbers and are developing an understanding of tenths and hundredths. It is a strong feature that pupils are encouraged to explain their methods for working things out and regularly apply their skills to problem solving and investigative work; for example, when comparing estimates or spotting a pattern to continue a number sequence, including negative numbers. Most pupils have a good understanding of the full range of standard measurements. They can calculate the distance between cities, measure and construct regular shapes having investigated the size of the angles and lower-attaining pupils can work out the amount of time using a clock face. Pupils have opportunities of collecting and displaying information in a variety of ways and can calculate averages with understanding.
121. By the end of Key Stage 1, the majority of pupils can count forward and backwards in tens and have a sound understanding of numbers to 100. They are developing strategies for adding and subtracting quickly in their head and lower-attaining pupils work confidently adding and subtracting numbers up to ten, but have difficulty with higher numbers. Most pupils know the names of the common two-dimensional and three-dimensional shapes and can record directions to steer the path through a maze. They can measure length and capacity appropriately and display information on a variety of charts; for example, the results of their survey on pets and on the numbers of brothers and sisters. There is little evidence of pupils using their skills on a regular basis to solve problems. However, following the return of the class teacher, pupils are being encouraged to explain their calculations and solve practical problems, for instance, arranging pupils in their group in a line according to the number on their card.
122. In both key stages, pupils have opportunities to apply their mathematical skills, knowledge and understanding to other subjects. Pupils in Year 1 create symmetrical patterns and pictures and, pupils in Year 2 reproduce Bengali and Urdu patterns. In Year 3, the pupils employ their skills to measure the growth of plants in different conditions and also use a history time line. Pupils in Year 4 extend their understanding of shape in an information technology lesson when working on the logo program. In science, pupils in Year 6 measure the angles of shadows according to the position of the sun and compile a spreadsheet on the computer comparing measurements of the rooms in the sports centre.
123. In Key Stage 1, the pupils in Year 1, including those with special educational needs, make good progress through suitably practical activities and regular mental practice and indications are that they should start the new school year at a higher level than hitherto. Pupils are suitably challenged and improve their understanding by explaining their methods to the rest of the class and by applying their skills in problem solving; for example, identifying the hidden number. Higher-attaining pupils

can add two two-digit numbers together and can count on in tens. Most pupils can add numbers to a total of 30 with accuracy and lower attaining pupils can add three numbers to make ten. Pupils gain a good understanding of the full range of non-standard measures through practical tasks such as pacing out the length of the class, comparing who is shorter or taller and pouring water to determine to check which container holds the most. They display information about shapes and colours on graphs. Progress in Year 2 has been unsatisfactory over the year for the reasons identified, though it is now good in lessons.

124. In Key Stage 2, pupils, including those with special educational needs, make very good progress in Key Stage 2 and work is appropriately matched to individual needs. Arithmetical skills are being improved by regular daily practice, particularly in those lessons where the pace of the mental sessions is brisk and challenging, and through a good range of problem solving activities. A good feature of lessons is that learning objectives are clearly stated so that pupils are aware of what is expected. In Year 3, the pupils make good progress in using their knowledge of tables to work out simple multiplication and division problems with two-digit numbers and can continue a pattern of multiples of 50. Lower-attaining pupils utilise the 100-square well to develop their understanding of odds and evens and to count on in threes. They develop their measuring skills practically by investigating the length of a ball of string and check shapes and objects for right angles employing a right-angled measure. Pupils in Year 4 develop their skills through the good pace of the mental sessions and through the quick review of the week's learning at the start of the lesson. They extend their understanding through investigative work such as solving matching squares. Most pupils develop a good understanding of measurement through a variety of tasks. They can calculate the area and perimeter of shapes by counting and lower-attaining pupils can count the number of cubes needed to make a tower. They gain an understanding of angles and direction through the use of the logo program. In Year 5, the pupils continue to develop their arithmetical skills and are challenged to think quickly in the mental sessions and to explain their working. They have a good recall of their tables and use this well to calculate fractions of equivalent value. Higher-attaining pupils can calculate long multiplication sums accurately and have a good understanding of the 24-hour clock. Most pupils measure with increasing accuracy using millimetres and can calculate the percentage discount on holidays. Lower-attaining pupils are given good support by the teacher and can work out multiplication by a single digit. Pupils are developing an understanding of probability by considering various facts and classifying the likelihood of them happening; for instance, snow in June or on Christmas Day.
125. Pupils' attitudes to the subject are good. The behaviour in lessons is good, with pupils having a thorough understanding of the school's discipline policy. They listen well and join in the mental sessions with enthusiasm. Most pupils settle quickly to work in groups though a small number of pupils in Year 2 and Year 5 find it difficult to sustain concentration. Pupils have the confidence to explain their work from the earliest age, for example, the pupils in Year 1 explain how they know which numbers are covered on the 100 square and then issue a similar challenge for the rest of the class. Pupils are well motivated and responsive in those lessons where the pace and challenge are sustained.
126. The quality of teaching in all the lessons seen was consistently good. This is a good improvement since the last inspection when some unsatisfactory teaching was seen. Overall, it was good in Key Stage 1 during the time of the inspection but

scrutiny of pupils' books and the results of the statutory tests show that the quality of teaching in Year 2 for most of the year was poor. Teaching in Key Stage 2 is very good; a half of the lessons seen being very good or better with one excellent lesson observed. This has been a significant factor in raising the standards in Key Stage 2 for the current year. Most teachers throughout the school have a good rapport with their pupils who respond by trying their best and there is a good working atmosphere which is conducive to learning, especially for the pupils with special educational needs or English as an additional language. All teachers show a very good understanding of mathematics and of the National Numeracy Strategy, enabling them to plan their work well and to meet the needs of individuals. They assess pupils' understanding during the lesson and through careful marking of work provide additional support. Challenge is given where needed enabling all pupils to make good progress. The mental sessions in Key Stage 1 are well paced promoting good acquisition of basic skills. The pace and challenge of these sessions is considerably increased in Key Stage 2, consequently the learning is very good. In the best lessons in Key Stage 2, expectations are very high and all pupils, including the higher attainers, are constantly challenged to extend their learning and pupils are given wide opportunities to apply their skills in problems and puzzles, with a positive effect on standards. Good use is made of the plenary sessions throughout the school for pupils to share and assess their learning and compare this to their learning objectives. Homework is well utilised to improve learning, particularly for older pupils. Standards have been improved through the additional support from staff funded through various initiatives, particularly when working with small groups, but consideration should be given to their effective use in class sessions.

127. The subject is well led by a knowledgeable co-ordinator. Work is planned effectively in accordance with the National Numeracy Strategy and all aspects of the curriculum are covered. This is a good improvement from the last inspection when the lack of a scheme of work was judged to be a weakness. All staff have been suitably prepared for the implementation of the National Numeracy Strategy. The curriculum co-ordinator monitors planning regularly and has monitored learning in the classroom earlier in the year. She has worked alongside teachers in the classroom and taught demonstration lessons to improve teachers' skills. Clear and realistic targets have been set to raise standards. These have been successful in Key Stage 2, however, the school is well aware of the extensive support and close monitoring needed for pupils currently in Year 2. The school is developing good assessment procedures for scrutinising pupils' progress in order to raise standards. Good use is made of information technology in specific lessons in the information technology suite but computers are not generally available to support work in the numeracy lessons in classrooms.

SCIENCE

128. In the statutory tests for 11 year olds in 1999, the pupils' results were:
- below the national average;
 - above average when compared to similar schools.
129. In the national tests at the end of Key Stage 2, standards have risen considerably over the past four years since the previous inspection, much faster than the national rate of improvement. Evidence gathered during the inspection confirms that the school has improved the number of pupils attaining at the nationally expected level and that attainment is now similar to that in most schools. There is no discernible

difference between the work of boys and girls and nearly all pupils, including higher and lower-attainers, achieve well. This has been achieved by improvements in the quality of the curriculum and the teaching, which has been enhanced by training and the support given by the co-ordinator.

130. In 1999, in the teacher assessments at the end of Key Stage 1, attainment was:
- well below the national average;
 - below when compared with similar schools.
131. The proportion of pupils attaining a higher standard than that expected nationally matched the national average and was well above the average for similar schools.
132. Attainment was at similar levels in all aspects of the subject: experimental and investigative science, life processes and living things, materials and their properties and physical processes. Inspection evidence shows that because of the teaching situation this year in Year 2, the standards of work have fallen considerably and are now very low in all aspects of the subject. Pupils, including those with special educational needs and English as an additional language, have made little progress since Year 1 and are underachieving.
133. In Key Stage 2, pupils make good gains in their learning over time. At the end of the key stage they plan their own investigations in a scientific manner. Pupils know how to make a test fair and that only one condition can be changed at a time if the test is to remain fair. Most suggest what might happen if a condition is changed and give their reasons. They understand the importance of repeating tests to check their findings. Skills of observation and measurement are carefully applied. For example, when Year 6 were testing solutions, they knew that when measuring their liquid in millilitres they had to ensure that their eyes were in line with the top of the liquid for measurements to be accurate. Good use is made of appropriate scientific vocabulary. Pupils record their work carefully in a variety of scientific formats, such as written reports, tables and charts. Their findings are sometimes presented in the form of graphs on computer. Pupils interpret their tables and graphs and draw sensible conclusions, explaining them in scientific terms. When Year 5 worked on the data collected in an experiment on evaporation, in the previous session, they identified the best conditions for evaporation, giving reasons for their answers and applying this to everyday life, such as when drying washing. Pupils have appropriate knowledge of life processes and living things, materials and their properties and physical forces. They know about food chains and how this affects where creatures live. They understand about solutions and that only a certain amount of a substance will dissolve, they measure this carefully and they know that a balance of forces keeps an object stationary and that the upthrust of water against the downthrust of gravity makes some objects float. Their knowledge builds progressively through the key stage.
134. At age seven, pupils have unsatisfactory knowledge of all aspects of science. Insufficient work has been completed, over several months, and what has been done has sometimes been inappropriate and often been of poor quality. For example, whilst considerable time appears to have been spent on detailed work on the bones in the human body, little has been done on materials and physical processes. Pupils do know how a seed grows into a plant but the standard of their recording of the process is well below average. Diagrams lack detail and are poorly presented. Marking is cursory and sometimes rewards poor work. All pupils have worked on the same topics at the same level. There is only limited evidence of

pupils working alone and observing carefully and experimenting and investigating independently. Their class teacher has recently returned to work and the quality of the curriculum is now appropriate. Pupils, including those with special educational needs, are beginning to make better progress but their achievement has been affected significantly.

135. Teaching is currently good with some very good features throughout the school. Teachers have a good knowledge and understanding of the subject, which is a good improvement since the last inspection. They plan interesting lessons, which provide very well for practical independent investigation, extends pupils' thinking systematically and enables them to utilise their literacy and numeracy skills effectively. Teachers give lively and interesting introductions to lessons and their clear explanations enable pupils to understand exactly what is expected of them. Group work is well organised so that no time is wasted and pupils and teachers concentrate on the tasks in hand. Pupils particularly enjoy their investigative work and discuss it productively within their groups. Basic skills are taught well, so that pupils learn to observe, measure and organise their work accurately to enable them to reach reliable conclusions. Teachers use skilful questioning techniques, which not only extend pupils' thinking, but also enable teachers to see how much pupils have understood. Pupils respond well to these questions and are eager to predict what might happen and suggest reasons for this. There are good relationships in all classes and teachers manage their classes well, promoting pupils' self-esteem and confidence. Pupils with English as an additional language are well supported with their understanding of specific vocabulary and this allows teachers to concentrate appropriately on others, including those with special educational needs. Good use of educational visits, such as to Manchester Science Museum, has a beneficial effect on learning. The good quality of teaching enhances pupils' attitudes and is a significant factor in their learning and level of achievement.
136. All the criticisms made at the last inspection have been resolved and there has been a good improvement in the subject. The curriculum in both key stages provides appropriate coverage of all aspects of science and teachers now have good knowledge of the subject. The curriculum co-ordinator has good scientific knowledge and provides effective leadership. She has had a few opportunities to work alongside some colleagues, such as in Year 6, and this has had a positive effect on teachers' knowledge and skills. She has had limited opportunity to visit other classrooms, however, to see how teaching and learning can be improved.

ART

137. At the time of the last inspection, attainment in both key stages was judged to be satisfactory in relation to national expectations and pupils' abilities at both key stages. Current inspection findings indicate that by the age of seven, the pupils have made unsatisfactory progress, due to insufficient opportunities for the progression of skills and techniques. The pupils' knowledge and understanding of the work of artists are not at the level expected of this age group. By the end of Key Stage 2, the pupils, including those with special learning or language needs, have made satisfactory progress, although within a limited range of experiences.
138. By the end of Key Stage 1, the pupils illustrate their written work satisfactorily with crayons and colour pencils. Observational skills are underdeveloped, as is the breadth of their study of texture, pattern, shape and form. Pupils in Year 1 were observed achieving good standards of direct observation using paints and felt pens

when linking their art work with their study of Kenya. In Year 2, a small group of Kosovan pupils and pupils with special educational needs made realistic animal shapes from malleable material, but over the key stage, three-dimensional work is taught insufficiently.

139. By the age of 11, the pupils' skills and techniques develop steadily, although through a narrow range of experiences. Artwork is generally employed to support learning in other subjects, for displays or to illustrate project work, rather than as a subject in its own right. The pupils use sketchbooks occasionally, but the books are not utilised consistently as a record of ideas and developing skills. In Year 3, the pupils have made attractive masks of Tutankhamen, using a variety of materials effectively. They were observed recording from first hand observation, the outdoor play apparatus. Their drawing skills are at an early stage of development. The pupils in Year 4 use charcoal effectively to draw portraits of Henry VIII and in Year 5, pupils have designed interesting patterns based on the work of William Morris. In Year 6, the pupils have made good gains in their use of line and tone with representations of the work of Picasso and Escher. They were observed using viewfinders efficiently to focus closely on the detail in Escher's work. The pupils have had little opportunity to work in three-dimension or use texture, for example, for the basis of imaginative work.
140. The pupils' attitudes to their work are good. They are eager to start their tasks. Most take a pride in their work and are willing to talk about it. They enjoy the practical element and work with concentration and care, sharing materials amicably.
141. The quality of the lesson observed in Key Stage 1 was satisfactory, but overall teaching is judged to be unsatisfactory, due to the pupils' unsatisfactory progress in all aspects of the subject. In Key Stage 2, teaching is satisfactory overall, although instances of good and very good teaching were observed during the inspection. Features of good teaching include clear aims for the lesson explained to pupils so that they know what will be achieved and an interesting variety of tasks are provided. In the very good lesson seen, the teacher effectively imparted knowledge and assessed the pupils' understanding thoroughly. Homework involving research on Escher's life was set and the plenary session reinforced the learning objectives for the lesson very well.
142. The staff has recently introduced the new national guidelines for the art curriculum, which now provides for continuity and progression throughout both key stages. The co-ordinator understands the need to develop the subject and also the need to supplement the resources to provide teachers with materials to broaden the pupils' experiences. At present, resources are unsatisfactory.

DESIGN AND TECHNOLOGY

143. The pupils throughout the school make unsatisfactory progress as a result of the provision not meeting statutory requirements. The subject is rarely taught. It is indicated on some classes timetables as being taught within topics alongside other subjects, particularly art, but in effect the work in design and making is invariably artwork. This is marked deterioration in the subject since the time of the last inspection. During the inspection, it was only possible to observe one lesson and that was an effective food technology lesson for the seven Kosovan pupils, whilst other pupils were at church. The lesson was mainly targeted at widening their vocabulary and extending mathematical skills.

144. It was not possible to gain sufficient evidence about the subject. The only example of previous work was found in Year 6 and this was a simple assembly task, which was of low quality in comparison with that of other pupils nationally of the same age. Pupils had constructed two working models from a pack. They attached the motors provided and were successful in making them work. There is no setting of design and technology problems to enable pupils to make a product, test or evaluate their success and improve their designs. Whilst it is not possible to make a judgement on the quality of teaching seen, the fact that teachers do not plan for the subject is in itself unsatisfactory.
145. The school has recognised the lack of provision and the headteacher recently took over co-ordination of the subject. He has produced a draft policy and adopted the national scheme of work, which is to be introduced next term. The school is planning to hold a technology week late in the term.

GEOGRAPHY AND HISTORY

146. By the end of Key Stage 1, the pupils make unsatisfactory progress in both subjects. By Year 6, the pupils make good progress in history and geography. At the time of the last inspection, both subjects were taught satisfactorily in each key stage and the pupils' attainment was in line with that found in most schools, therefore standards have declined in Key Stage 1 since then.
147. No history was taught in either key stage during the inspection, due to this term's emphasis on geography. Classes in Key Stage 1 have either history or geography alternate half terms and in Key Stage 2, each subject has a term and a half each year. The system used in Key Stage 1 allows for progression of understanding and skills, whilst in Key Stage 2, pupils have to recall learning from lessons six months previously, which impedes progressive learning.
148. From a scrutiny of the pupils' workbooks and from discussions with pupils, the inspection findings are that by the age of seven, most pupils have made insufficient progress in either their historical or geographical understanding. The limited evidence found of history was a worksheet of pictures sequenced from babyhood to old age and written work and illustrations on holidays in the past. The pupils have little sense of the past or chronology. In geography, the pupils have compared the Isle of Arran and Jamaica to look for similarities and differences. Whilst this activity is broadly suitable, it does not in itself constitute sufficient continuity of learning for the pupils over a school year. During the inspection, the pupils in Year 2 made good gains in learning during a discussion about physical features of the seaside. Five of the class said that they had never visited the seaside. They had good opportunities to study pictures of Blackpool and other areas. They are developing a satisfactory understanding of man-made and natural features. In Year 1, the pupils contrast their local environment with Kenya. Most were able to identify the coastline, rivers and a lake. A good start has been made to early mapping skills. One pupil asked "Why is it on maps things look very small?" – a good beginning to map reading.
149. In Key Stage 2, the pupils make good progress in both history and geography. Although no history lessons were seen, there is a substantial amount of evidence in topic books and on display around the school. Discussions with pupils about their work indicate that by the age of 11, the pupils work at levels appropriate for their age and abilities. In each year group, there is evidence of a range of work to

develop research skills. Topics covered include ancient Egypt, the Tudors, World War 2 and life in Britain from 1920s – 1990s. Good quality work is evident in project books using information technology effectively to support and extend the pupils' learning. During the inspection, geography lessons were observed in most classes. In each lesson, the pupils worked at appropriate levels. In Year 6, the pupils made very good progress in looking at the features of rivers. There was an appropriate emphasis on correct terminology, and by the end of the lesson, the pupils were conversant with erosion, basin, confluence and deposition. The pupils make good gains in learning over the key stage. In Year 5, the pupils made comparisons between city and village life. They know appropriate vocabulary; for example, settlements. A lively lesson was observed in Year 4 on noise pollution. The pupils developed their fieldwork skills well by collecting and recording evidence about noise levels around the school.

150. The pupils with special educational needs and English as an additional language make good progress in Key Stage 2, as group tasks are well matched to their abilities. The Kosovan pupils are taken out of school each Friday to enable them to understand ways of life in England. All pupils experience a wide range of educational visits during each school year, some of which are closely linked to the history and geography curriculum. These include museum visits [ancient Egyptians], Dunham Massey [Victorians], Ordsall House [Tudors] and Lyme Park for orienteering and a visit to North West Water. The pupils in Year 6 have a residential visit which includes both history and geography fieldwork. The activities significantly enrich the curriculum.
151. The pupils throughout the school enjoy their lessons. They are eager and enthusiastic and respond well to the range of practical activities available. They work co-operatively in pairs or small groups as necessary. The pupils have the confidence to try out their ideas and sustain concentration well when recording their findings.
152. During the inspection, the quality of teaching in Key Stage 1 was satisfactory, but over time in Year 2, teaching has been weak and as a consequence, the pupils have made little progress. Inspection of lessons, however, found a much more pleasing situation and pupils in Years 1 and 2 made sound progress in their learning. This is due to good planning, an interesting range of practical activities and good classroom management. In Key Stage 2, teaching is good overall, with some examples of very good teaching. Strong features include: teachers' subject knowledge; their capacity to maintain quality dialogue; good interactive direct teaching, and the effective use of primary source materials. Elements of all of these features of good teaching were seen in the lessons in the key stage. In a very good lesson observed in Year 6, the teacher challenged, assessed, encouraged and kept pupils on task with her effective questioning. In Year 4, very good teaching was observed through clear guidelines for acceptable behaviour given in a friendly, but firm manner. The brisk pace to the lesson maximises the potential for learning.
153. The co-ordinator for both subjects has assumed responsibility this year and is aware of the strengths and weaknesses of both subjects. The limited resources for both subjects were reported at the time of the last inspection and the lack of artefacts for history and atlases for geography still remain a weakness in the provision.

INFORMATION TECHNOLOGY

154. At the age of seven, pupils' attainment does not meet the expectations of the National Curriculum and is well below the average for their age. Pupils are underachieving. At age 11, pupils achieve appropriately. They have made good progress and attain the levels expected in most aspects of the subject. Their work is similar to most others of the same age. Overall, there has been good improvement since the last inspection but the situation with regard to teaching in Year 2 has had a marked effect on pupils' learning and affected standards adversely. The establishment of a very well resourced computer suite promotes good progress through direct class teaching of skills. Literacy and numeracy lessons are taught in the suite on a regular basis so that skills learned are applied in lessons ensuring that the subject is not taught in isolation from other subjects.
155. By the age of seven, pupils have below average operational skills. They do not know how to turn on the computer or log in. They are just learning how to access programs through double clicking on icons. They enter their writing but are unfamiliar with the keyboard and work slowly. Higher attainers know how to apply capital letters. Average and lower attaining pupils cannot use the enter key to move down the page or the space bar, although once shown they learn quickly. Pupils cannot save, print or close down their program independently. They do not enter information into databases and are unfamiliar with the control aspects of the subject. During the class teacher's absence, most of their work in the information technology lessons was spent working with cassette recorders and they use these appropriately. Pupils currently in the reception year have better skills than those in Year 2 but the return to work of the class teacher is now promoting good progress. In a lesson observed, pupils made good progress in learning how to log in and access their program, utilising the icon. They learned how to locate information within the program and were confident in using the equipment under the teacher's direction. The pupils with special educational needs or English as an additional language are given good support in the suite and make similar progress to other pupils.
156. In Year 6, the pupils' operational skills are similar to those of most 11 year olds and they are confident with computers. They write at length on word processors in literacy and in other subjects, such as religious education, enhancing their text in a variety of ways. The pupils in Year 3 produced calligrams, using different text sizes and colours. Pupils input information into databases and operate the software to analyse their information through bar charts, line graphs and pie charts. For example, Year 6 pupils have produced pie charts on birthweights and a spreadsheet about measurements in the plans for a local sports arena. Pupils write programs for controlling the movements of a turtle, on the floor and around the screen. Although the school does not possess any sensors the pupils learn the difference between timed and monitored events and write programs in appropriate language. They have opportunities to operate these when a mobile technology centre, provided by the Education Action Zone, visits the school. Pupils employ CD-ROMs and the Internet to locate information with confidence. They solve problems through the use of simulation games. The use of graphics programs in art is underdeveloped. The progress of pupils in Key Stage 2, including those with special educational needs and English as an additional language, is good and pupils achieve well.
157. Pupils enjoy operating the computers and co-operate well with their partners. Whilst a significant minority of the older pupils in Key Stage 1 lack confidence and independence, those in Key Stage 2 are confident in using equipment

independently. Pupils, throughout the school, concentrate hard to complete their work.

158. Overall, teaching throughout the school is good. Teachers have good skills in direct teaching in the suite and are confident. They use their allocated time effectively, making good use of the big screen to give direct instruction and demonstration. Time is used briskly and teachers manage their classes effectively. They constantly check how well pupils are achieving and give informed guidance to help them learn. Good links are made between information technology and other subjects. For example, Year 2 pupils worked on a science topic when learning how to access information and also improved their operational skills. Teaching is enhanced by skilled support provided by the Education Action Zone.
159. There is an after school computer club where pupils enjoy a range of activities which build on their enthusiasm and increase their confidence.
160. The subject is effectively lead and managed by the subject co-ordinator. She is very well informed and is also the co-ordinator for the Education Action Zone. Although she has had some opportunities to work alongside colleagues these are limited. The very good resources in the suite are employed effectively but, there is no computer where pupils can go at any time to research information independently. Good use is made of a computer in the library for pupils to check their books in and out, utilising bar codes. This is not only a useful application for them to learn but also provides a good system for teachers to monitor the reading habits of their pupils. New assessment procedures have been developed which will provide a simple way of checking the progress of individual pupils.
161. These findings are a good improvement in Key Stage 2 on those contained in the previous inspection report, when standards were below the levels expected and pupils made unsatisfactory progress. At that time, teachers had insufficient knowledge and expertise. The school has fully responded to the key issue of that report and the information technology curriculum now fully meets statutory requirements. A new national scheme of work, together with significant spending on training and resources has much improved the standards of provision and achievement.

MUSIC

162. It was not possible, due to timetable arrangements, to observe any lessons in Key Stage 2. Therefore no judgement can be made on standards in the subject overall. In Key Stage 1, a class lesson and a hymn practice for the whole key stage were observed and these, together with singing in assembly, indicate that pupils are working at a level appropriate to their age and that teaching is satisfactory. Discussion with the pupils in Year 6, indicates that there is appropriate coverage of the curriculum.
163. In both key stages, singing is at a reasonable level and the pupils achieve satisfactorily. Pupils in Key Stage 1 know a good range of tunes by heart and can clap in time to the chorus. They join in the hymn practice enthusiastically and obviously enjoy singing. All pupils listen to music as they enter assembly, though there is no indication as to the composer, and a group of older pupils play the tambourines to accompany the singing of the hymn by the whole school.

164. Younger pupils sing in the nativity play and pupils in Year 6 participate in an annual musical production. Older pupils extend their knowledge through a good variety of visits to see productions such as Godspell and to watch or participate in musical activities alongside other schools, including displays of Irish, Caribbean and Asian dance music. Pupils can also choose to attend the guitar and recorder groups or music clubs after school.
165. The subject is led by an enthusiastic co-ordinator and a new policy and scheme of work has been introduced since the last inspection. The commercially produced scheme provides good guidance and support for teachers and covers all areas of the curriculum. Planning indicates that simple assessment takes place and any particular strengths and difficulties are noted. Resources are sufficient for the curriculum and are now readily accessible, addressing an issue mentioned in the last report.

PHYSICAL EDUCATION

166. Pupils, including those with special educational needs and those who have English as an additional language, in both key stages are working at levels appropriate to their age and a strong feature is that the vast majority of pupils can swim at least 25 metres by the time they leave school. This is a similar picture to the last inspection.
167. Pupils make satisfactory progress in Key Stage 1. From Year 1, pupils are aware of the importance of warm up exercises and after running learn that exercise makes you use your breath. They can run quickly and stay in the lines when running round the track. They develop good ball control through regular practice in bouncing and catching and develop good co-ordination when throwing a ball through a hoop. Pupils extend their skills in Year 2 when learning to play a game of rounders. The majority can hit the ball with the bat and about half the pupils can bowl with a reasonable degree of accuracy. One child with special physical needs is well supported by a support assistant and is making good progress.
168. Pupils in Key Stage 2 make good progress. Regular practice of the basic skills is enhanced by specialist coaching from members of Manchester United Football Club. Pupils develop a good understanding of the need to warm up before strenuous exercise. Good questioning enables pupils to consolidate and extend their learning. They develop their skills well in specific practice sessions and during games play. The pupils learn to dribble and control the football skilfully. Older pupils develop co-ordination in hockey and can control and pass the ball with increasing accuracy. They understand the rules and mark their partners closely.
169. Pupils enjoy their lessons and behaviour is good. The vast majority remember to bring their kit. Pupils in Key Stage 2 have very good attitudes to sport and display good team spirit. They support each other well and no animosity is shown when less agile members of the class are included in a team. Sportsmanship is of the essence and any transgression brings a swift apology.
170. Teaching is sound in Key Stage 1 and good in Key Stage 2. Most teachers dress appropriately and set similar standards for their pupils and, are aware of health and safety issues; for example, when exercising on a very hot afternoon, younger pupils wear sun hats and there are regular breaks for drinks of water. They have established good warm up routines before starting vigorous exercise and they finish with an appropriate calming activity. All teachers give clear instructions so that

pupils know what is expected and good use is made of demonstrations. Lessons in Key Stage 2 are brisk and activities are well planned to develop skills. In the best lessons, the teacher has a good understanding of the subject and is able to reinforce and extend pupils' performance. There is very good class control and not a moment of the lesson is wasted.

171. The subject is led by an enthusiastic and knowledgeable co-ordinator. The staff give freely of their time to supervise a good variety of extra-curricular activities and to enable pupils to participate in the football league and the swimming tournament. A parent helps to train the football team and this has led to an improvement in their results. The school has secured the services of a good range of visitors to extend the sports on offer. Whilst the focus was games during the course of the inspection, planning indicates the full curriculum is covered, and a group of pupils were chosen to perform a dance at the Millennium Dome. Older pupils have the opportunity to join the adventure holiday. The school has benefited from funding through the Education Action Zone and there is a good range of high quality resources. The playground and school field are well marked for a variety of sports.