

# INSPECTION REPORT

## **LOWERPLACE PRIMARY SCHOOL**

Rochdale

LEA area: Rochdale

Unique reference number: 105777

Headteacher: Mr H N Sinker

Reporting inspector: Mr F P Ravey  
11371

Dates of inspection: 19-22 June 2000

Inspection number: 191411

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 category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Kingsway

Rochdale

Postcode: OL16 4UU

Telephone number: 01706 648174

Fax number: 01706 712660

Appropriate authority: The Governing Body

Name of chair of governors: Mr P Tugwell

Date of previous inspection: 29<sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr F Ravey	Registered inspector	Information technology Music English as an additional language Equal opportunities	What sort of school is it? What should the school do to improve further? The school's results and achievements How well are pupils taught?
Mr M Howel	Lay inspector	None	Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr P Garner	Team inspector	Science Physical education	How well is the school led and managed?
Mr M Hayes	Team inspector	Mathematics Design and technology History	How good are curricular and other opportunities?
Mrs L Spooner	Team inspector	English Art Special educational needs	
Mrs J Whitehead	Team inspector	Areas of learning for the under-fives Religious education Geography	

The inspection contractor was:

Nord Anglia School Inspection Services,  
Strathblane House,  
Ashfield Road,  
Cheadle,  
Cheshire SK8 1BB.

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The Registrar  
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Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the town of Rochdale in North-West England. It is much bigger than most primary schools nationally, having 412 pupils on roll. Pupils are aged from 4 to 11 years and are taught in 14 classes from reception to Year 6. Each year group contains two classes of pupils of similar ages. The average class size is 29.4. At the time of the inspection, 14 children under the age of five were being taught in the school's two reception classes. There are more boys than girls on the school's roll. About 22 per cent of pupils speak English as an additional language. However, only about a quarter of these pupils is at the early stages of learning English. About one quarter of all pupils on roll are from non-white ethnic minority groups. The large majority of these pupils are from the Pakistani ethnic group. About 11 per cent of pupils are identified as having special educational needs, a figure which is below the national average. The range of pupils' special needs includes specific learning difficulty, emotional and behavioural difficulty, speech impairment and physical impairment. Five pupils have statements of special educational needs. Nearly 30 per cent of pupils on roll are entitled to free school meals, which is above the national average. Children's attainment on entry to the school is below average with a minority of children having well below average attainment.

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

The school is effective in developing good attitudes to work in its pupils and in developing their personal and social skills. It is very effective in promoting racial harmony. Standards at age seven have improved significantly this year owing to effective development of teachers' skills. At Key Stage 2, the school is effective in developing pupils' knowledge, skills and understanding through Years 3, 4 and 5 but is less effective with pupils at present in Year 6, where standards in some subjects are below average. This is due to problems relating to staff absence. However, teaching at Key Stage 2 now is mostly good. School management is successful in securing value for money in major spending decisions but the leadership of coordinators in some subjects is not as strong as it could be. The cost of educating pupils at the school is about average and the school provides satisfactory value for money.

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

- Pupils make good progress in information technology and physical education at Key Stage 2.
- Teaching encourages pupils to work hard and to have positive attitudes to learning.
- Behaviour, attitudes and relationships are good.
- The school is very successful in promoting racial harmony.
- Provision is good for pupils with special educational needs and for those who are learning to speak English as an additional language.
- Provision for moral, social and cultural development is good.
- Good use is made of information technology to develop pupils' skills in other subjects.

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

- The monitoring and support of temporary teachers which is unsatisfactory at present, resulting in unsatisfactory attainment and progress in English, religious education and geography in the present Year 6.
- The effectiveness of subject leadership in all subjects other than English, mathematics, science and information technology.
- The structure and organisation of the curriculum for children under the age of five.
- The use of information gathered about pupils' progress, in order to make them aware of their individual learning targets.
- The effectiveness of teachers' marking.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. Since then standards in literacy and numeracy at the age of seven have varied although this year's National Curriculum test results show considerable improvement on those for 1999. At Key Stage 2, standards in literacy and numeracy by age 11 have improved although 1999 showed a dip in the rate of improvement. Standards in science at age 11 have improved considerably since the last inspection. The rate of attendance remains at the same satisfactory level. The quality of teaching has improved when compared with the last inspection. The school has addressed successfully those key issues raised at the last inspection relating to full coverage of the National Curriculum, collective worship, the teaching of pupils with special educational needs, unsatisfactory standards in design and technology at Key Stage 2 and provision for pupils' spiritual, moral, social and cultural development. Success has also been achieved in improving the attention paid to investigative work in science but the key issue relating to use of assessment has not yet been fully addressed. Some progress has been made in improving the effect of the work of subject coordinators but this still requires further attention. Further attention also needs to be given to developing play activities for children under five. Overall, the school has made satisfactory improvement since the last inspection.

## 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	C	C	D	C
Mathematics	C	C	E	D
Science	D	D	D	C

**Key**

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

The 1999 National Curriculum scores show that the school achieved standards at age 11 in English and science which were average compared with similar schools but which were below the average for all schools. Standards in mathematics last year at age 11 were well below the average for all schools and below average for similar schools. The results for 1999 were worse than those for 1997 and 1998. This year, standards in work seen at age 11 remain below average in the writing and speaking elements of English but are average in reading, mathematics and science. The picture at Key Stage 2 is different in Year 6 than in other year groups. Year 6 has been adversely affected by staff absences and by insufficient monitoring of the work of temporary teachers. This has resulted in below average standards in English in the present Year 6. However, attainment in mathematics and science in the present Year 6 is average. In other year groups at Key Stage 2, attainment in English, mathematics and science is average. National Curriculum test results for seven year olds in 1999 showed low standards in reading, writing and mathematics with a trend in improvement over the past four years which was well below the national rate. However, the most recent National Curriculum test results show significant improvement in reading, writing and mathematics. Evidence of work seen during the inspection presents a similar picture to the most recent test results with attainment in reading, writing and mathematics being average. Attainment in science this year is also average.

In other subjects, attainment is average at age seven in information technology, religious education, art, design and technology, geography, history and physical education. Insufficient work was observed in music for judgements to be made. At age 11, standards are average in information technology, art, design and technology, history and music. Standards in physical education are above average at age 11 are below average in geography and religious education. Children start school as under-fives with below average attainment. They mostly achieve well enough throughout the school except in Year 6, where



standards are not high enough in writing, speaking and listening, religious education and geography. Pupils at Key Stage 2 make good progress in developing their physical skills and those of information technology. The school set realistic targets for the 1999 group of 11 year olds. It exceeded the target set for English but did not achieve that set for mathematics.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have good attitudes to school. They are eager to learn.
Behaviour, in and out of classrooms	Behaviour is good both in lessons and around the school.
Personal development and relationships	Pupils make good progress in personal and social education. Relationships are good throughout the school.
Attendance	Attendance is close to the national average and is satisfactory.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Satisfactory	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.*

During the inspection, 100 per cent of lessons were at least satisfactory; 53 per cent were good; and six per cent were very good. No unsatisfactory lessons were observed. Teaching in English and mathematics is effective in helping pupils to develop the key skills of literacy and numeracy throughout the school with the exception of the present Year 6, where teaching of writing this year has been ineffective. This is a consequence of teacher absences and of insufficient monitoring of the work of temporary teachers. Teaching of information technology and physical education is good at Key Stage 2, helping pupils to develop their skills well. Teachers throughout the school manage pupils' behaviour well and establish good relationships as a successful foundation for learning. The effectiveness of teaching for the under-fives is limited by the fact that the curriculum for these children is not planned sufficiently closely to nationally recognised guidelines. Otherwise, teaching meets the needs of all pupils except on occasions in Year 6. Pupils who are at the early stages of learning English are taught well and as a result make good progress in relation to their learning targets. Pupils with special educational needs are also taught well and make good progress. Pupils throughout the school have good attitudes to learning. They put good effort into their work and cooperate well together when this is necessary. Occasionally, pupils other than those with special educational needs could more productively of they were aware of their individual learning targets.

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

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The school provides a satisfactory quality of learning opportunities at both key stages but the curriculum for the under-fives is not being planned to the nationally recognised areas of learning for these children.
Provision for pupils with special educational needs	Provision is good, resulting in good progress.

Provision for pupils with English as an additional language	The under-fives and those at Key Stage 1 get the good start they need to help them learn English confidently.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral, social and cultural development is good. Provision for spiritual development is satisfactory.
How well the school cares for its pupils	The school cares well for its pupils but information gained about pupils' progress is not yet being used to make them aware of their individual learning targets.

The school establishes an effective partnership with parents. A few regular parent helpers provide valuable assistance.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership & management by the headteacher and other key staff	The headteacher ensures that the school is an effective place for learning. He is very committed to the development of teachers' professional skills. The deputy headteacher provides effective support.
How well the governors fulfil their responsibilities	The governing body, although under-strength, fulfils its legal obligations and keeps a satisfactory watch over the work of the school.
The school's evaluation of its performance	Senior managers are aware of the school's strengths and weaknesses. Opportunities for subject coordinators to monitor standards and teaching are limited, especially in subjects other than English, mathematics, science and information technology.
The strategic use of resources	The school makes satisfactory use of the resources available to it.

The school has sufficient staff to teach the full curriculum. The accommodation is in reasonably good order although provision for outdoor play for the under-fives is unsatisfactory.. Resources for learning are adequate with some good improvements made in resources for information technology. The governing body works hard to apply the principles of best value to major spending decisions.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and make good progress.</li> <li>• Teaching is good.</li> <li>• The school is well led and managed.</li> <li>• School staff are approachable.</li> <li>• Their children are expected to work hard.</li> <li>• Children are helped to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• The quality of information they receive about their children's progress.</li> <li>• The range of activities provided outside of lessons.</li> </ul>

Inspectors largely agree with parents' positive views. In relation to the concerns raised by a minority of parents, inspectors found homework to be satisfactory. The school provides a satisfactory quality of information for parents. Annual reports on pupils' work are satisfactory although areas for improvement are not made as clear as they might be. The range of activities available outside lessons is satisfactory.

## **PART B: COMMENTARY**

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

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

1. Children start school as under-fives with lower than average attainment and a significant minority of children have well below average attainment. Children make good progress in the reception classes in personal and social development and in the reading aspect of language and literacy. By the age of five they achieve the learning outcomes expected nationally of children their age in these areas of learning. Attainment at age five remains below average in writing, mathematics, knowledge and understanding of the world, physical development and creative development although a significant minority are close to achieving the learning outcomes expected of five year olds in these areas. Children make satisfactory progress in speaking and listening, knowledge and understanding of the world and learning to count and use numbers to 10. They make limited progress in creative development, developing independent writing and some aspects of mathematics because the school does not plan the curriculum for the under-fives sufficiently closely to the now nationally recognised guidelines for good practice.
2. In 1999, National Curriculum test results showed that pupils aged seven attained standards in reading and mathematics which were well below the average for pupils in all schools nationally. Attainment in writing was very low when compared nationally. When compared with pupils in similar schools nationally, the picture was the same in all three subjects. Teachers' assessment indicate that attainment in science in 1999 was also well below average. Results in 1999 were affected adversely by staff absences but the trend over the four years from 1996 to 1999 has been downward when compared to the national picture. However, results of National Curriculum tests for 2000, checked by the local authority but not yet able to be compared to national figures, show a considerable improvement in reading, writing and mathematics. For example in writing, 90 per cent of pupils gained the expected National Curriculum Level 2 or above in this year's tests compared with 55 per cent in 1999. Good gains were also made in test scores in reading and mathematics.
3. Inspection findings reveal a similar picture to the 2000 National Curriculum test results, with attainment at age seven being judged average in reading, writing, mathematics and science. This good improvement is due to effective implementation of the National Literacy and Numeracy Strategies, to less disruption through staff absence and to teachers gaining a great deal from the school's considerable investment in in-service training for teachers. In other subjects, attainment at age seven is average in information technology, religious education, art, design and technology, geography, history and physical education. Attainment in music at age seven could not be judged due to there being insufficient evidence available during the inspection.
4. In 1999, National Curriculum test results showed that pupils aged 11 attained standards in English and science which were below the national average. Standards in mathematics were well below the national average. Compared with similar schools, standards in 1999 were average in English and science but were below average in mathematics. Over the period 1996 to 1998, standards in English improved steadily; those in mathematics fluctuated considerably; and those in science have risen significantly although the rate of improvement in science has been irregular. On average, boys have performed better than girls in all three subjects over the past four years. This is very different from the national picture but no obvious reason has

emerged for it despite extensive analysis of data by the school during this period. No differences in the attainment of boys and girls were evident during the inspection.

5. Inspection findings show that attainment at age 11 remains below average in English. Attainment in reading is average at age 11 but in writing and in speaking and listening it is below average. In mathematics and science, attainment has improved this year to average levels. The improvements made in reading and mathematics are due to effective implementation of national strategies, the beneficial influence of teachers' in-service training and the analysis of test data and subsequent targeting of areas of weakness by the school. The improvement in science is due to teachers putting much greater emphasis on investigative work. This has been done as a result of the school identifying a weakness in this area and in teachers taking part in an effective programme of in-service training. Standards in the present Year 6 have been adversely affected by teacher absence. Some of the consequences of this have been beyond the control of the school but temporary teachers have not always received the systematic monitoring and support required in such circumstances. As a result, pupils have not made the progress they should, especially in writing. In all other year groups at Key Stage 2, a different picture emerges, with attainment being average in English, mathematics and science. This average attainment is due in large part to the good quality of teaching in these year groups.
6. In other subjects, inspection evidence shows that attainment at age 11 this year is average in information technology, art, design and technology, history and music. Attainment in physical education is above average due to effective teaching of subject skills but it is below average in religious education and geography. These two subjects have also been affected adversely by the problems caused by teacher absence. Attainment is average in all other subjects in the other year groups at Key Stage 2, due to good teaching.
7. At Key Stage 1 pupils of all levels of attainment make satisfactory progress in developing the skills of literacy and numeracy. By the age of seven, most pupils have developed an interest in books and use their reading skills well. They read accurately and with developing fluency and expression. Pupils write in a variety of forms including, story, poetry and descriptive writing. They show a good understanding of the more formal aspects of grammar, punctuation and spelling. In numeracy, by the age of seven, pupils know and understand how to add and subtract numbers up to 100. They use the appropriate method and language when calculating. Progress in all other subjects is satisfactory over longer periods of time although in lessons, progress is sometimes good, for example in science.
8. At Key Stage 2, progress in literacy is satisfactory for pupils of all levels of attainment through Years 3, 4 and 5. Progress in reading is satisfactory in Year 6 and results in pupils attaining average standards at the age of 11. Pupils read a range of fiction and non-fiction books confidently, independently and with developing fluency and expression. They know how and where to find information in books and make appropriate use of it. They use their reading skills effectively to support their learning in other subjects. In writing, however, progress in Year 6 is unsatisfactory and as a result, attainment by the age of 11 is below average. In Year 6, there is little work in pupils' English books and that which is present is often poorly presented and at a relatively low level. The unsatisfactory progress and standards in writing in Year 6 are due to the consequences of staff absences with insufficient attention being paid to monitoring and supporting the work of temporary teachers. In numeracy, progress is satisfactory throughout the key stage. By the age of 11, pupils show satisfactory skills of working with numbers. They understand and recognise the properties of different types of

triangle. They know how to use a formula when predicting the probable solution to a problem. In speaking and listening, pupils make satisfactory progress in Years 3, 4 and 5 but they make unsatisfactory progress in Year 6, where lack of consistency in teaching has an adverse effect.

9. At Key Stage 2, pupils of all levels of attainment make good progress in acquiring the skills of information technology. This is due to the school's considerable investment in training and resources for this subject. Pupils make good progress in physical education due to good teaching of skills. Progress in other subjects at Key Stage 2 is satisfactory except in geography and religious education, where it is unsatisfactory in Year 6.
10. Pupils at both key stages generally achieve standards which are high enough in relation to their attainment when they started school. The exception to this is in the present Year 6 where pupils are not achieving high enough standards in writing, geography and religious education. This is due to pupils not receiving a consistent programme of work. Low expectation of the standards these pupils should achieve is also evident through their written work. The school's insufficient monitoring the work of temporary teachers has contributed significantly to this state of affairs.
11. The large majority of pupils with special educational needs attain the standards they are capable of and make good progress in relation to their individual learning targets. They are assisted by good specialist support and by well focused individual learning plans. Many of the pupils identified as speaking English as an additional language are fluent English speakers and they progress at the same rate as other pupils. Those few who are at the early stages of learning English make good progress in developing speaking and reading skills. Their progress is aided by good specialist teaching in small groups.
12. The school exceeded its stated target for English in the 1999 National Curriculum tests at age 11 but failed to meet its target for mathematics. The targets set in 1999 were based upon detailed analysis of test data and were realistic. The school is likely to meet its target for mathematics at Key Stage 2 but could well fall short of the 69 per cent it states that are likely to achieve the national standard in English this year. This is due to weaknesses in the teaching of writing by temporary teachers.

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

13. Pupils' attitudes, behaviour and personal development are good. The previous report was very positive about pupils' behaviour and attitudes and those high standards have been maintained since the last inspection. Parents are happy with the standards of behaviour and with the way the school helps their children to develop and to take responsibilities.
14. Pupils throughout the school, including the under-fives in reception, have positive attitudes to school and enjoy attending. They take an active interest in their lessons and are willing to join in discussions and answer questions. When working in small groups, they settle down quickly and concentrate well. They are keen to show examples of their work and to explain what they have been doing. Pupils at Key Stage 2 take part enthusiastically in extracurricular activities.
15. Behaviour is good both in lessons and around the school. Pupils clearly know how they are expected to behave and follow the school rules. Very little time has to be spent in lessons correcting unacceptable behaviour. Pupils understand the rewards and sanctions available and see them as fair. The school is an orderly community with

pupils moving around in a sensible manner. They are polite, for example opening doors and saying "Good morning" when meeting visitors. Behaviour in the dining rooms is good, particularly for the pupils at Key Stage 2. Their dining room is not very large and they manage well in the rather confined area. Pupils keep the school site tidy with no graffiti evident and very little litter. Behaviour in Year 6 has been maintained at good levels despite staff absences. There have been no exclusions in recent years.

16. Relationships throughout the school are good. Pupils mix well together and they achieve very good levels of racial harmony. This is very significant in a school where nearly a quarter of all pupils are from minority ethnic groups. At breaks and at lunchtime, pupils play enthusiastically together, with few incidents of arguments or disputes seen. Relationships between pupils and staff are equally good. Teachers obviously know their pupils well and they respond well to individual needs. The good behaviour in lessons reflects the positive relationships which all staff form with pupils.
17. Pupils are actively involved in the daily routines of the school and undertake such tasks as collecting and returning registers. Each class appoints 'monitors', who act as the teacher's helper for the day. Under supervision, pupils set out equipment for physical education lessons and older pupils help to get the hall ready for assemblies. Pupils in Year 6 take turns to act as 'school receptionist'. There is a school council with elected representatives from each class. Pupils enjoy being members of the council and take their responsibilities seriously.
18. The rate of attendance is satisfactory, with attendance figures being broadly in line with national averages. Lessons start and finish very promptly with no time wasted. Few pupils arrive late to school but those that are late are reminded of the need to be punctual in the future. Registration meets statutory requirements.

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

19. During the inspection, 100 per cent of lessons observed were at least satisfactory; 53 per cent of lessons observed were of good quality; 41 per cent were of satisfactory quality; and 6 per cent were very good. No unsatisfactory lessons were observed. Good teaching was observed in all year groups.
20. Teaching for the under-fives in the reception classes is effective in promoting good relationships which enthuse children for learning. The skills of personal and social development are taught well. For example, staff are imaginative in encouraging children to express and explore feelings, helping them to develop self-awareness. Teachers work effectively with support staff to provide well-structured learning opportunities in reading which help the children to understand what they are doing. They give good support to children with special educational needs and children who speak English as an additional language, which results in good progress. Teaching for the under-fives sometimes loses effectiveness owing to planned opportunities for learning sometimes being too directed by the teacher. Planning is not based upon recognised good practice for children this age. This results in children not always having the freedom to develop the skills of learning through play activities and sometimes prevents them from getting the most out of their learning.
21. At Key Stages 1 and 2, teachers continue to motivate pupils well. Lessons are characterised by good relationships. This means that pupils want to learn. Teachers manage pupils' behaviour well. They are firm but friendly and this also makes pupils positive about learning. Teachers expect pupils to work hard. Lessons are conducted in a friendly but orderly way which results in the right conditions for learning.

22. The skills of literacy and numeracy are mostly taught effectively although the impact of temporary teachers on the quality of pupils' writing in the present Year 6 has resulted in unsatisfactory progress this year. Teachers have undergone effective training in the use of the National Literacy and Numeracy Strategies. As a result, lessons are well organised. Pupils know what is to be learned. Basic skills are taught well. Effective whole-class teaching of these skills is based on secure subject knowledge and good techniques of questioning. This is also apparent in other lessons, such as those in information technology, when teachers introduce pupils effectively to the skills to be learned before giving them 'hands on' experience at the computers. In physical education, teachers at both key stages help pupils develop their skills confidently individually and in pairs. They then practise these in organised games. This resulted in pupils in Year 2, for example, making good progress in developing the skills of throwing and catching, using these effectively in an exciting game of rounders. In geography, an effective whole-class introduction to a lesson in Year 6 helped pupils to work well in small groups and pairs, planning symbols for their maps of the Aztec empire.
23. In the present Year 6, the skills of reading are taught effectively but those of writing have not been taught satisfactorily throughout the year, especially by short-term temporary teachers. Analysis of pupils' written work shows that they have not worked productively throughout the year. This is due mainly to problems with staff absence, some of which have been beyond the school's control. However, the work of temporary teachers has not been monitored sufficiently closely in terms of the progress pupils are making. As a result, some ineffective teaching has had more impact than it should. Similar problems have occurred in the teaching of religious education and geography.
24. Teachers mostly have a satisfactory knowledge of their subjects. At Key Stage 2 this knowledge is often good. It enables teachers to develop pupils' learning confidently. Good schemes of work and subject planning in information technology and music, for example, provide teachers with a firm basis upon which to build lessons. However, the planning provided for temporary teachers in Year 6 is sometimes insufficient, for example, in religious education. This results in teachers sometimes not providing pupils with the work they should have. Occasionally, at Key Stage 2, teachers' subject knowledge of information technology lacks the security to enable them to provide the extra challenge in tasks for confident, high attaining pupils. As a result, these pupils do not always work as productively as they should. However, all teachers have responded enthusiastically to the need to develop pupils' skills in information technology, regardless of their own previous subject knowledge.

25. Teachers at Key Stages 1 and 2 build effectively on the good work done with the under-fives in the development of social skills. This results in pupils having the basic skills to work together effectively in small groups. It is seen in many lessons. For example, in design and technology at Key Stage 2, pupils work together productively to make models and to evaluate these against the original design and completed construction. In information technology lessons in the computer suite, pupils work very well together in twos or threes. In literacy lessons at Key Stage 1, pupils are encouraged to work independently and in small groups using listening centres. These good expectations result in pupils' developing good learning skills throughout the school. They are eager to settle to work and they concentrate well.
26. Another strength of the teaching lies in the very good planned use of information technology to develop skills in other subjects. For example, pupils' skills of numeracy are aided through good development of their ability to use spreadsheets and to interpret data. In Year 5, doubly good use was made of this in relation to topic work on the growth of plants in order to develop scientific skills as well. Resources for information technology are used very well, as are those in other subjects, for example in Year 1, an excellent range of resources was used to develop pupils' learning about Africa and its place on the map in relation to the United Kingdom.
27. In the most successful lessons, teaching has a particular 'spark', which really makes pupils enthusiastic for learning. Good subject knowledge and high expectations of what pupils should achieve result in good progress in these lessons. Examples of such teaching were seen in mathematics in Year 6 and in literacy in Years 4 and 5.
28. Teachers mostly mark pupils' work regularly although in Year 6 this has not always been the case this year, resulting in pupils sometimes not getting the support they need to improve their learning. Throughout the school, good work is often acknowledged with a supportive comment although it is less usual to see the sort of sharply-focused comment which will tell a pupil about how to improve a particular weakness. In literacy, numeracy and science, pupils are not yet made aware of individual targets for improvement which would take their learning forward most effectively. The need to do this is recognised in the school's plan for development.
29. The teaching of pupils with special educational needs is good. Individual and small groups of pupils are well supported both in class and in withdrawal groups. There are four effective special educational needs support assistants. A specialist teacher works effectively in the school for two mornings each week. Teachers know their pupils well. They take good account of pupils' individual education plans in their planning and during lessons. Teachers provide suitably matched work for pupils of all abilities, including those with special educational needs and high attaining pupils. An exception to this is at Year 6 where work, especially in literacy, has not provided a progressive development of skills for individuals and groups of pupils. In other year groups, teachers maintain up-to-date records on individual pupils. These contain useful information on pupils' learning targets. Assessment information is used well to set targets for improvement through Individual Education Plans and lesson evaluations.
30. The teaching of pupils for whom English is an additional language is good. Most pupils on the school's register for speaking English as an additional language are fluent English speakers but the minority at the early stages of learning the language make good progress when given specialist support in small groups. Good relationships result in pupils being keen to learn. Well-prepared activities focus upon developing particular skills. The teacher makes good use of pupils' mother tongue to aid understanding and also by using the English speaking of other pupils as an example of how to speak.



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

31. The school provides its pupils a satisfactory range of learning opportunities at both key stages. The curriculum meets all statutory requirements. Findings were broadly similar at the time of the last inspection. Some weaknesses in policies and schemes of work that hindered the systematic development of pupils' skills in some subjects were identified in the last report. These issues have been addressed successfully with each subject now having a useful policy and scheme of work.
32. The school does not follow sufficiently closely the nationally recognised curriculum for children under five, based on six areas of learning where children work towards the desired learning needed to begin the National Curriculum. There has been no improvement since the previous inspection on planned opportunities for play and there is no provision for planned outdoor play although the latter is identified as the school as a priority for improvement. The present structure of the curriculum for the under-fives has led to an imbalance between activities which are largely directed by the teacher and opportunities for children to use a range of tools and equipment to make models, pictures, explore movement and become involved in creative play. Opportunities to develop and extend writing skills through guided and independent writing experiences linked to a range of different activities are not planned in to the curriculum. Planned activities for children to explore and select materials in the day-to-day organisation of the reception classes are limited.
33. Provision for special educational needs is good. It takes account of their learning needs and enables them to make good progress. Provision for pupils for whom English is an additional language is good, especially for the under-fives and in Year 1, where it results in good progress by pupils who are at the early stages of learning English.
34. The National Literacy and Numeracy Strategies are being implemented successfully throughout the school. Provision for literacy, numeracy, science and information technology is soundly developed at both key stages. Planning for these subjects identifies tasks for pupils with differing abilities and there are established and satisfactory assessment procedures for these curriculum areas. In other subjects, short term planning does not take sufficient account of the needs of pupils with differing abilities, nor does it identify assessment opportunities well enough to help teachers set individual learning targets for their pupils.
35. A satisfactory range of educational visits provides pupils with opportunities to extend their learning. These visits include places of local interest such as Hodsall Hall, Water Grove Reservoir, Manchester Airport, Manchester Museum and the Science Museum in Manchester. Visits to a residential outdoor centre in Staffordshire take older pupils further afield and deepen their awareness of the more distant environment. Visiting speakers from the police and fire service, also contribute satisfactorily to the range of curricular opportunities provided.

36. The provision of extra-curricular activities is satisfactory and provides an enrichment to the overall curriculum. Pupils attend these activities enthusiastically and in good numbers. A satisfactory range of sports is promoted including soccer, short-tennis, rounders and netball. The school organises an ocarina group, computer club and a reading and story club. These add significantly to the learning opportunities available.
37. A satisfactory programme for personal, health and social education is in place. Whole class activities such as 'circle time' are used effectively to help pupils explore relationships and to develop their personal and social skills. The school nurse comes into school and discusses issues regarding healthy living and growing up. This is further developed by older pupils at Key Stage 2 visiting 'Crucial Crew', a drama activity which helps pupils become aware of dangers in the summer holidays as they grow up. The school has adopted a satisfactory policy for sex education. There are also satisfactory policies in place to deal with issues regarding drugs awareness. The head teacher monitors both the planning and teaching aspects of the curriculum.
38. The contribution of the community to pupils' learning is satisfactory. A number of visitors, such as the police, the fire service and road safety officer, come into the school to support learning in the classroom. Good use is made of the surrounding area for activities such as orienteering in Tandle Hill, and walking by the local canal to help with work in history and geography. The school has developed a good relationship with local secondary schools that helps enrich the school's curriculum. This was particularly evident during the inspection when pupils from one school visited to help Year 6 pupils in developing a school website and when those from another school attended a Year 5 musical production.
39. The provision for pupils' moral, social and cultural development is good. Provision for spiritual development is satisfactory but with some weaknesses. This judgement broadly reflects that made at the time of the previous inspection. Statutory requirements for collective worship are met.
40. The provision made for spiritual development is satisfactory. Daily assemblies provide sound opportunities for pupils to think about the spiritual aspect of life through prayer. A satisfactory policy for collective worship is in place but assemblies are not planned to provide a coherent programme across the school. Opportunities for pupils to reflect on the issues introduced in assemblies are often very brief. Teachers and other school staff value the opinions and ideas of pupils and during lessons pupils are given praise for their endeavour and work. This provides opportunities for them to gain insights into their own personal worth. The school meets its aims to encourage pupils to show respect for others' feelings, values and beliefs.
41. Provision for moral development is good. It takes place within a clear framework of values and expectations in all aspects of school life. Adults provide good examples of how to behave, treating pupils with respect and fairness while reinforcing their knowledge of the difference between right and wrong. The school takes many opportunities to enhance moral development through links with outside agencies. This raises the pupils' awareness of the needs of others and of some issues related to conservation and the environment. The school sponsors several acres of Mexican forest. Pupils in Year 5 have been involved in the "Save the Tiger" project and younger pupils at Key Stage 1 have "adopted" an owl. The school has an effective programme of events designed to raise pupils' awareness of other moral issues, for example involvement in the Northwest Life Education Trust on drugs awareness and involvement in the local authority's Drug Education Transition Project. Older pupils at Key Stage 2 are involved in the multi-agency "Crucial Crew" project as part of their

personal and social education.

42. The provision for pupils' social development is good and is promoted effectively through the importance placed by the school on good relationships with others. From the early years and throughout the school, staff take every opportunity to encourage positive social attitudes. An annual residential visit for older pupils offers opportunities for them to work together and share activities in a different environment. After-school activities such as short tennis and the ocarina group encourage pupils from different age groups to work together. The school's policies for behaviour management and personal education provide effective frameworks for developing coherent practice. A coordinator has recently been appointed to monitor the effectiveness of the behaviour management policy. Pupils in Year 5 are involved in the "Keeping Safe" anti-bullying project. There is a school council whose elected members have the responsibility of representing their respective classes. The school holds regular special assemblies to celebrate pupils' individual and group successes.
43. Provision for cultural development is good. The school shows a clear commitment within its aims and practices to respect for others' beliefs, values and faiths. Pupils are involved in a wide range of visits to places that are a part of their heritage, both past and present. For example, they have visited the local church, Manchester Museum, Rochdale Town Hall and the Manchester ship canal. Visitors to the school provide a rich source of knowledge and skills. These include the Asian "Bangla Band", an African storyteller, a visit by members of the Oldham Coliseum Theatre and an artist in residence who taught pupils aspects of the ceramic process. The school celebrates the major festivals of the Christian calendar, Eid-ul-Fitr and the Chinese New Year. Pupils study the work of famous artists and the introduction of the literacy hour has enhanced their knowledge of authors and stories from their own and others' cultures. The planned programme for music details a good range of opportunities to help pupils develop their appreciation of a wide variety of musical styles and traditions.

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

44. The school provides a secure and happy learning environment for its pupils. The class teacher plays a very important part in the care and welfare of pupils. The pupils know they can turn to their teachers for help or support and are confident they will be listened to and helped. Teachers know their pupils well and the good relationships which exist in the school are evident through the calm atmosphere and good behaviour of the pupils.
45. Effective policies are in place relating to health and safety and to child protection procedures. All staff are aware of the policies and those with particular responsibilities have received appropriate training. The school has recently undergone a health and safety review by the local authority and, as a result of this review, the health and safety policy is being updated. Records of equipment testing and fire practices are kept. Effective procedures have been established to promote regular attendance. A coordinator has recently been appointed to review the current rewards and sanctions policy and the pupils and staff are being fully involved in this process. The present system effectively rewards good work through 'credits' which lead to certificates and, ultimately, to a letter of praise from the governors. The school makes good use of the services provided by external agencies with regular visit from the educational welfare officer and school nurse.
46. Provision for pupils' academic guidance, although satisfactory, has weaknesses in the use of assessment information to guide curricular planning, particularly in subjects

other than English, mathematics, science and information technology. The assessment policy is detailed and comprehensive, focusing on assessment, recording and reporting. The use of assessment of children shortly after they start school, the results of optional tests, teacher assessments in the English, mathematics and science every term, regular reading and spelling tests together with samples of pupils' work provide an invaluable set of data. Each pupil has an up-to-date folder containing all the relevant assessment information and this is maintained accurately. Pupils are grouped by ability in some year groups for English and mathematics as a result of teacher assessments and pupils are moved to the appropriate set on the basis of these assessments. All this promotes effective learning. However, marking of pupils' work is inconsistent and does not always follow the marking policy. As a result, it is not always effective in telling pupils what they must do to improve. Pupils are not made aware of specific targets for improvement either within their daily work or on their annual school report. This also hinders the improvement of skills. The use of assessment procedures for the Year 6 classes has been unsatisfactory in recent months with pupils' progress affected adversely.

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

47. Parents are very supportive of the school. The returned questionnaires show that parents feel the school is well led and managed. They also consider that their children behave well and are expected to work hard whilst they are at school. Concerns were expressed about the information parents are given about the progress their children make. Inspectors found that annual reports give good information about the work the pupils have done during the year but do not mention targets or levels attained. The previous inspection mentioned the need for more information regarding progress and this is still an area for improvement. In all other respects, the quality of information given to parents is satisfactory. A minority of parents also feels there should be a greater range of extracurricular activities. This view was not supported by the inspection evidence, which found that the school provides a satisfactory range of activities outside lessons. Some parents expressed concern that Muslim pupils did not always know which meals they could eat at lunchtime. However, inspectors found that lunchtime staff are aware of the need to help pupils with their choice of meals. To assist them further, labels are placed near the relevant dishes. Discussions with pupils indicate that they are confident of making the correct choice. A few parents were concerned about dog fouling on the school grounds but this was not evident during the inspection.
48. The school has satisfactory links with parents and encourages their involvement in their children's education both in school and at home. There are a number of effective regular parent helpers in the classrooms and some have also joined the local 'Better Reading Partnership'. Parents are encouraged to use their children's reading and homework diaries to share information with the teacher. In the reception classes, parents may borrow play packs containing simple games for them to play with their children. These games are designed to help with the development of literacy and numeracy skills.
49. The school keeps parents well informed of events in the school through a range of letters and leaflets. A regular newsletter advises of forthcoming events and of news relating to the staff. Each term parents receive a leaflet explaining what their children will be studying during the coming weeks. Meetings were arranged to cover the introduction of the National Literacy and Numeracy Strategies but these events were not well supported by parents. Regular parents' evenings are held, together with additional meetings to explain the National Curriculum test results at ages seven and eleven.

50. Parents of pupils with special educational needs are sufficiently consulted and involved in the process of drawing up individual education plans, reviewing achievement and setting new targets. The school follows appropriate procedures to ensure that the proper processes for drawing up statements of special educational need are followed.

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

51. The headteacher ensures that the school has a calm and orderly atmosphere and that it has well-developed policies and established routines. He has also ensured that teachers have good opportunities to develop their skills in order to implement national initiatives successfully in literacy, numeracy and information technology. The deputy headteacher has no regular teaching commitment and supports the headteacher effectively both in the day-to-day management of the school and long term development issues. She has been instrumental in enabling teachers to be released for in-service training. She is to take over as headteacher in September 2000 when the current headteacher leaves.
52. Teachers provide subject leadership in English, mathematics and science. They carry out their duties conscientiously although opportunities for monitoring classroom practice are limited. This has contributed to the unsatisfactory quality of writing evident in the present Year 6. The lack of monitoring of the work of temporary teachers has led to pupils' progress in this aspect of their work being unsatisfactory in Year 6. In other subjects, teachers do not have formal leadership responsibilities although many provide informal support and advice to colleagues. This lack of subject leadership does not result in unsatisfactory provision but it does mean that some subjects do not develop as strongly as they might, lacking a named person who can provide guidance and whose expertise can help to raise standards. In this, the school has not yet fully addressed the key issue raised in the last inspection. The headteacher provides effective temporary leadership for information technology. There is a strong sense of willingness to improve standards. Building on this will contribute strongly to continued school improvement.
53. Since the last inspection, the school has successfully addressed those key issues of more detailed curriculum planning, the attainment and progress in design technology, the investigative work in science, the statutory requirements for collective worship and has ensured good progress for pupils with special educational needs. The headteacher has drawn up a detailed school development plan with appropriate priorities, identification of required resources, suitable time scales and links to relevant members of staff. However, the criteria identified for measuring success in achieving intended outcomes are often too general to be useful in evaluating success. The setting up by the headteacher of a Strategic Development Group has been successful in allowing a cross-section of the school community to participate in the decision-making process and focus on important issues.
54. Coordinators for English, mathematics, science and information technology have helped formulate detailed and effective subject policies. They have helped to improve planning and have drawn up action plans for future development. Planning is monitored by the deputy headteacher and pupil work is occasionally scrutinised although this has not been effective in Year 6. English and mathematics coordinators have been effective in supporting the introduction of the National Literacy and Numeracy strategies and have been able to provide useful support for colleagues.

55. The governing body fulfils its statutory obligations. Its members have a sound knowledge of the school's strengths and weaknesses and the chairperson has a clear vision of the way forward for the school. The governing body is due to replace a number of members whose tenure is coming to an end in the autumn and the liaison programme is to be strengthened following the new appointments. At present several governors visit the school and monitor teaching and progress but this is inconsistent and needs to be further developed. Governors meet regularly and the agendas for their meetings are well planned. The business of meetings is recorded efficiently. The governing body works hard to ensure the principles of best value are applied and they have secured some very efficient contracts to support the work of the school, for example in relation to the development of an information technology suite at Key Stage 2. Grants provided to help raise standards are administered properly. Day-to-day administration is efficient ensuring that senior staff can concentrate on professional issues.
56. The school has successfully addressed the key issue relating to special educational needs identified in the previous inspection. Planning for pupils withdrawn for support closely matches the targets in their Individual Education Plans and attainment and progress are closely monitored. The school's ethos and statement of aims is fully reflected in the way it provides for special needs. The special educational needs co-ordinator is fully involved in, and has a good overview of, procedures and practices throughout the school. She monitors progress closely. The Code of Practice for special educational needs is appropriately addressed and the school's approach is very well organised. A clear and comprehensive policy is in place that is closely linked to practice. A vacancy for the role of governor with responsibility for special educational needs currently exists as the previous designated governor has recently resigned.
57. The school has a satisfactory number of suitably qualified teaching staff. However, teacher absence has been a problem in the last two years. At Key Stage 1 this has now been resolved but in Year 6 the succession of temporary teachers has led to a lack of consistency in pupils' learning. This has been compounded by insufficient monitoring of the work of such teachers. Support staff are effectively deployed throughout, some working in close partnership with teachers supporting pupils with special educational needs and English as an additional language. The current part-time support for children under five is insufficient to meet the needs of children in the early stages of learning. The detailed policy of staff development interviews and the training programme is being fully implemented.

58. The school has worked hard to improve the learning environment through the good use of lively displays, which improve the building and make it an interesting place in which to learn. Accommodation for children under five is unsatisfactory. There is no safe outdoor area for children in the reception classes. This prevents pupils from having access to the full range of opportunities to develop their physical skills. The school continues to need refurbishment, particularly in relation to the window replacement programme started in the Infant building but not yet extended to the Junior building. The playgrounds are kept clean and are in a reasonable state of repair. The school has a satisfactory range of teaching resources with the exception of library provision at Key Stage 2 (although this is offset a little by pupils' access to the Internet at Key Stage 2) and resources for planned outdoor and indoor play for the under-fives, which are unsatisfactory. Resources for information technology have been developed well in recent years and all computers are now modern and of good quality.

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

### **Improve the monitoring and support of temporary teachers, and hence improve the quality of this teaching, by:**

- improving the planning made available to temporary teachers
  - monitoring closely the quality of teaching and pupils' work when temporary teachers are in charge of classes;
  - taking effective action to make any necessary improvements arising from this monitoring.
- (Identified in paragraphs 5, 6, 23, 57, 70, 82, 109))*

### **Improve the effectiveness of subject leadership in all subjects other than English, mathematics, science and IT by;**

- providing all teachers with training in the skills needed for leading subject development;
  - providing regular opportunities for subject coordinators to guide and lead the development of their subjects through regular and supportive observations of teaching and pupils' work and through regular scrutiny of subject planning;
  - holding regular whole-staff subject meetings to discuss and develop good practice.
- (Identified in paragraphs 52, 102, 107, 111, 118, 131, 137, 143)*

### **Improve the structure and organisation of the curriculum for children under the age of five by:**

- planning learning opportunities for these children which match recent national guidance;
  - providing a suitable outdoor play area for the under-fives; \*
  - ensuring that the coordinator for the under-fives has regular opportunities to monitor and support planning and teaching in the reception classes;
  - allowing teachers to observe good practice in other schools.
- (Identified in paragraphs 1, 20, 32, 61-69)*

### **Improve the use of information gathered about pupils' progress, in order to make them aware of their individual learning targets. \***

*(Identified in paragraphs 28, 46, 85, 92, 98)*

### **Improve the effectiveness of teachers' marking by providing teachers with whole-staff training in this matter and then through regular scrutiny of pupils' work by senior managers and subject coordinators.**

*(paragraphs 28, 83, 92, 98)*

### **Other issues which should be considered by the school:**

- Improving the range of books in the library at Key Stage 2, when funds become available;  
*(Identified in paragraphs 58, 85)*
- Improving the sharpness of success criteria in the school's development plan.  
*(Identified in paragraph 53)*

*\* Already identified as a school priority*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	53	41	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

<b>Pupils on the school's roll</b>	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	412
Number of full-time pupils eligible for free school meals	114
<b>Special educational needs</b>	YR-Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	38
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	86
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	20

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
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	30	30

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	21	16	23
	Girls	18	17	22
	Total	39	33	45
Percentage of pupils at NC level 2 or above	School	65	55	75
	National	82	83	87

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	19	25	19
	Girls	15	24	19
	Total	34	49	38
Percentage of pupils at NC level 2 or above	School	57	82	63
	National	82	86	87

### ***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	27	30

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	19	17	23
	Girls	18	16	20
	Total	37	33	43
Percentage of pupils at NC level 4 or above	School	65	58	75
	National	70	69	78

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	21	18	22
	Girls	20	17	22
	Total	41	35	44
Percentage of pupils at NC level 4 or above	School	72	64	79
	National	68	69	75

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	86
Bangladeshi	0
Chinese	0
White	271
Any other minority ethnic group	1

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR-Y6**

Total number of qualified teachers (FTE)	16.5
Number of pupils per qualified teacher	28.4
Average class size	29.4

#### **Education support staff: YR-Y6**

Total number of education support staff	6
Total aggregate hours worked per week	75

*FTE means full-time equivalent.*

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

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

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

### ***Financial information***

Financial year	1998/9
	£
Total income	627381
Total expenditure	630093
Expenditure per pupil	1504
Balance brought forward from previous year	5833
Balance carried forward to next year	3121

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

### **Questionnaire return rate**

Number of questionnaires sent out	412
Number of questionnaires returned	87

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	30	6	0	0
My child is making good progress in school.	52	37	3	1	7
Behaviour in the school is good.	55	40	1	0	3
My child gets the right amount of work to do at home.	40	43	11	6	0
The teaching is good.	54	39	3	0	3
I am kept well informed about how my child is getting on.	39	33	16	5	7
I would feel comfortable about approaching the school with questions or a problem.	56	36	7	1	0
The school expects my child to work hard and achieve his or her best.	62	34	1	0	2
The school works closely with parents.	38	39	14	2	7
The school is well led and managed.	56	41	0	0	2
The school is helping my child become mature and responsible.	54	40	2	1	2
The school provides an interesting range of activities outside lessons.	29	44	16	2	9

### **Other issues raised by parents**

A few parents raised concerns about the labelling of food for Muslim pupils. A few expressed concern about dog fouling on the school grounds.

## **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**

59. The school does not follow sufficiently closely the nationally recognised curriculum for children under five, based on six areas of learning where children work towards the desired learning outcomes needed to begin the National Curriculum in Year 1. There has been no improvement since the previous inspection on planned opportunities for play and there is no provision for planned outdoor play. The reception areas provide a secure and safe environment within the classrooms but there is no secure place for children to play outside.
60. At the time of the inspection there were 60 children in the two reception classes and 14 of these were under five. Children start attending school full-time at the beginning of the school year in which they become five. Entry procedures are satisfactory. They include visits to school during the summer term so that children can become familiar with the staff and school before starting full-time in September. Assessment of children's attainment is carried out shortly after they start school. The results of this assessment are discussed with parents. By the age of five most children do not achieve the learning outcomes expected nationally for their age except in reading and in personal and social development. The attainment of most children remains below average in all other areas of their learning although a significant minority are close to achieving the learning outcomes expected of five year olds.
61. Children make good progress in personal and social development and achieve learning outcomes expected for their age by the time they are five. They show enthusiasm for learning. They are confident and work well together taking turns when contributing in whole class sessions. They undress and dress independently for physical education. They are becoming independent and concentrate long enough to complete an activity. They take turns when playing a number game in pairs, following the rules and showing consideration towards each other. During registration they choose between answering in English or Urdu. They behave well and relationships are very good. Teaching is good overall. A well-planned activity introducing a member of staff as a visiting teddy enabled the children to explore and express feelings 'happy now she would be loved'. Staff make good use of praise to encourage children to try hard and promote their confidence in learning. When children are given choices they show developing independence.
62. Children make satisfactory progress in the skills of language and literacy and good progress in reading. By the age of five, most children achieve standards that are below average for their age except in reading where they achieve standards that are average for their age. Children speak confidently in teaching sessions. They answer questions and some give reasons for their answers. They enjoy exploring rhyming words and which begin with the same sound. They listen attentively to stories such as 'Elmer' and through question and answer sessions talk about events in the story. They enjoy books and handle them with care. Most children know the sounds that some letters represent and enjoy exploring sound, for example making up sentences like 'Tommy tortoise had a tickly tum' when exploring 'same sound' sentences. The majority of children can blend three letters when reading simple, three letter words. Most children form letters correctly and write in a clear readable style. However, planned opportunities for children to develop and extend writing skills through guided and independent writing experiences linked to a range of different activities are not satisfactory. This limits progress in

developing writing skills. The quality of teaching is satisfactory in focused teaching sessions and good in developing children's confidence in speaking but overall planning to meet children's needs in writing is unsatisfactory. Teaching organisation is too narrowly focused and does not provide a range of activities for children to explore and write independently.

63. Children make satisfactory progress in developing mathematical understanding in number. They order numerals on the washing line and confidently identify the teacher's 'mistakes' when ordering numbers. Most pupils work confidently with numbers to 10 and a few count to 20. They enjoy playing games and all pupils successfully 'take away 2' and record this following acting out the song 'Seven Muffin Buns'. Some pupils co-operated well in pairs identifying how many cubes had been taken away from 10 by their partner. The quality of teaching in focused number work is satisfactory and it is good in planning lively challenging introductory activities which motivate children to learn. For example through 'misplacing' the pegged number cards children are motivated to 'correct' the teacher. Teachers use questions effectively to challenge children's thinking and consolidate their learning. A series of attractive, well-planned number games support the children's learning at home. However, planning to develop children's mathematical understanding fails to provide suitable activities for them to use and explore number, develop an extensive mathematical vocabulary and find out what works by solving problems. This limits children's progress in developing mathematical understanding. By the age of five, children's mathematical understanding is below average for their age.
64. Children make satisfactory progress in knowledge and understanding of the world. However, because of their lower than average attainment on entry to school, by the age of five, their attainment remains below average. Children compare photographs of themselves as babies to how they are now. Following a visit to the safari park they talked about and paint wild animals, drew plans of the park and talked about the jungle. They understand the meaning of 'water-hole' and 'jungle' and demonstrate a clear understanding of how and where animals move in the jungle as they follow directions during an active game in a planned geography session. The quality of teaching is satisfactory. Teachers plan an appropriate range of themes and strategies to enable children to learn about aspects of the world about them. However, opportunities for children to explore and select materials in the day-to-day organisation of the reception classes are limited. Most planned tasks are very much directed by the teacher and few activities allow opportunities for children to explore themes, experiment and find out about themselves and the world around them through asking questions and finding answers.
65. Children's physical skills are below average by the time they reach the age of 5. They are confident in their movements around the school. They use small equipment in physical education and are developing control when bouncing a large ball. Outdoor planned opportunities to develop physical skills are presently limited by the lack of a suitable outdoor play area and the equipment to support this. This limits progress and sometimes makes it unsatisfactory. Children have good control of pencils and crayons and use them successfully for writing, drawing and colouring. Children making puppets used scissors carefully to cut along the lines. Teaching in this area is limited in its effectiveness. The present lack of emphasis on providing a suitable range of learning activities has led to an imbalance between more structured teacher-directed activities and opportunities for children to use a range of tools and equipment to make models, pictures and explore movement. Consequently, not many opportunities are planned for children to build with construction kits, cut and fold paper, select and use a range of tools or use a variety of small and large play equipment.

66. Children make limited progress in their creative development and by the age of five they achieve levels that are below average. Planned opportunities for creative development are very limited. The present lack of emphasis on providing a suitable range of learning activities has led to an imbalance between more structured activities directed by the teacher and planned activities for children to explore a range of materials to express ideas and represent the world around them. During the week of the inspection, children enjoyed making elephants with salt dough, designing and making an elephant thumb puppet and designing and making a 'moth'. Paintings on the wall show accurate representations of wild animals, which is already mixed, and a set of colour mixing patterns using the two colours yellow and blue. Children enjoyed an interesting and lively music session with a visiting teacher. Through a well-structured lesson using a range of instruments and puppets, which effectively held their attention, they made good progress, successfully identifying notes and clapping the rhythms. Teaching in creative development is sometimes ineffective. Consequently the day-to-day planning and organisation for children's creative development is unsatisfactory. The planned use of story, poems, songs and music is insufficient.
67. The school focus on planning the curriculum for the under-fives to Key Stage 1 National Curriculum programmes of study is not effective in helping children to develop the full range and depth of skills. This is particularly evident in classroom organisation where children do not have the opportunity to choose from a range of activities that help them to explore ideas and become more independent in their learning. The quality of teaching for the under-fives mostly satisfactory and sometimes it is good. Where teaching is good teachers provide enjoyable and challenging activities, which actively involve all children in their learning. They use carefully worded questions when talking with children in whole class sessions. They interact with them in a positive way which develops confidence and enthusiasm in learning. They work in close partnership with support staff providing well-structured learning opportunities which help the children to understand what they are doing and make good progress. Planning to meet the needs of children with special educational needs and those who have English as a second language is good. Specialist teaching is good for those children under five who are at the early stages of learning English. These children are given good opportunities to hear and to speak English in small groups when they are withdrawn from lessons for special help. As a result of good individual attention and good relationships, these children make good progress either in relation to their learning targets or in acquiring the skills of speaking English. They also develop good attitudes to learning.

## **ENGLISH**

70. The percentage of pupils reaching the nationally expected Level 4 and above in the 1999 National Curriculum tests for eleven-year-olds was below the national average. The percentage attaining the higher Level 5 was well below the national average. Pupils' results were broadly in line with the average for similar schools. The 1999 results represented a drop over the previous two years when standards were broadly in line with national averages. Taking the four years 1996 to 1999 together, pupils' performance in English has been below average overall. Standards at the previous inspection were reported as being broadly in line with national expectations. The reason for the present drop in standards in Year 6 lies in the unsatisfactory impact of the work of some temporary teachers. Standards in literacy are average throughout the school except in the present Year 6, where below average attainment means that standards are below average overall.
71. Evidence from this inspection indicates that at the end of Key Stage 2 pupils'

attainment is below average. The proportion of pupils attaining the expected standard in reading is broadly in line with national expectations. However, standards in speaking and writing are below national expectations. The school has had significant staff changes and some long-term teacher absence in the two Year 6 classes throughout the year. This has resulted in pupils being taught by a relatively large number of different supply teachers. The school's unsatisfactory management of this situation has resulted in deficiencies in provision for this group of pupils.

72. In the 1999 National Curriculum tests for seven year olds in reading, attainment was well below both the national average and the average for similar schools. The results for writing were very low when compared to the national average and the average for similar schools. Trends over time indicate that reading standards between 1996 and 1999 steadily declined. The picture for writing indicates that standards were close to the national average in the years 1996 to 1998 but dropped significantly in 1999. National Curriculum test results for the present group of seven year olds, checked by the Local Education Authority but not yet able to be compared with national figures, indicate that standards have improved greatly and are broadly in line with national expectations in both reading and writing. Inspection evidence reflects these results. In addition, standards in listening and speaking are judged as being in line with national expectations. This improvement in standards is partly attributable to the successful implementation of the National Literacy Strategy in this key stage and to the successful development of teachers' skills through professional training.
73. At the age of five, the majority of pupils enter Key Stage 1 with attainment in English a little below average. They make satisfactory progress during their time in Years 1 and 2. Good provision is made for pupils with special educational needs and as a result they make good progress throughout both key stages. Similarly, good provision is made to help that small minority of pupils who are at the early stages of learning the English language. This also results in good progress.
74. At Key Stage 1, most pupils have good attitudes to learning. They listen attentively to their teachers and this makes a positive impact on their acquisition of knowledge and understanding. They are keen to take part in discussions and are confident when asked to tell a story in their own words, to explain a story setting or to talk about how a character might be feeling. Pupils in Year 2 learn technical vocabulary, such as "opposite" and "synonym" and are able to use these terms confidently and accurately.
75. By the age of seven, most pupils have developed an interest in books and use their reading skills effectively when tackling a range of texts in English lessons and other subjects of the curriculum. The majority of pupils read accurately and with developing fluency and expression. High attaining pupils demonstrate a good understanding of the meaning of the text. Most can identify the authors, illustrators and publishers of books and can find their favourite part of a story and explain their reasons.
76. When given the opportunity, pupils write in a variety of forms including, story, poetry and descriptive writing. In the lessons observed, pupils in Year 2 were able to find and write suffixes to words. Low attaining pupils were confident in writing short accounts and stories using capital letters and full stops. Completed work in books indicates a good understanding of the more formal aspects of grammar, punctuation and spelling. The relatively limited amount of creative writing indicates that the majority of pupils are attaining at the expected Level 2 but that relatively few are working at higher levels.
77. Pupils who are at the early stages of learning English make good progress, aided by good specialist teaching in small groups. They develop confidence in speaking English



and are helped in this by working in pairs with pupils who speak English fluently. Teaching for these pupils is effective in developing skills through increasing confidence whilst also insisting on high standards. Pupils who could only speak a few words of English at the start of the school year now talk confidently in sentences. For example, one five year old enquired of a visitor, with great clarity and precision, "Are you a policeman?"

78. At Key Stage 2, standards in speaking, reading and writing are broadly in line with expectations in Years 3, 4 and 5. Pupils in Year 3 are confident when discussing aspects of Roald Dahl's book "The BFG". They understand and use verbs and pronouns in speech form. Pupils in Year 4 respond with a good level of understanding to the texts they are reading and are developing an ability to identify differences in opinions. High attaining pupils give reasons to underpin their opinions although this skill is not as well developed in other ability groups. At Year 5, pupils demonstrate good technical skills in speaking. For example, they use terms such as "giving a point of view" and can relate this to a piece of text. Those taking part in a 'music hall' production spoke confidently together and when acting parts. Skills of speaking and listening in Year 6 are below what are expected of pupils of this age. In the lessons observed, the pupils' responses to the poem, "The Highwayman", indicated that although they are beginning to explore ideas and can identify the main points of a piece of text, their ability to use language to express meaning beyond the literal is limited.
79. Attainment for the majority of pupils in reading is average by the age of eleven. Pupils read a range of fiction and non-fiction books confidently, independently and with developing fluency and expression. They show a satisfactory understanding of themes, characters and events. They know how and where to find information in books and make appropriate use of it. They use their reading skills effectively to support their learning in other subjects of the curriculum.
80. In Year 6, attainment in writing is below what is expected of eleven year olds. However, this below average attainment is not found in other years in the key stage, where standards are broadly average. In Years 3, 4 and 5, pupils organise their writing well, demonstrating a satisfactory understanding and use of spelling, punctuation and grammar. When provided with the opportunity, pupils write stories, accounts, letters and poetry. High attaining pupils in Year 5 can detect bias in a piece of text whilst the work of low attaining pupils indicates a satisfactory level of skills in writing a poem in the style of, for example, "The Lady of Shallott". In Year 6, the very small amount of work available for scrutiny was often poorly presented and at a relatively low level of the National Curriculum programme of study and the National Literacy Strategy. A limited number of pieces of work were at the levels expected for pupils this age but the majority was below average. Very little work at higher levels was seen.
81. Pupils' behaviour and attitudes in lessons to English are good overall in both key stages and never less than satisfactory. Attitudes were very good in some lessons seen in Years 3 and 4 and excellent in one lesson in Year 5. Pupils listen attentively and concentrate well. The large majority of pupils are able to work for sustained periods of time during the literacy hour without direct supervision. When required, they collaborate well. The large majority sustain good levels of concentration and complete their set tasks.
82. The quality of teaching in the lessons seen during the inspection was satisfactory at Key Stage 1 and good at Key Stage 2. Teaching was good in one in four lessons at Key Stage 1. In Key Stage 2, teaching was at least good in three-quarters of all lessons seen and a small amount of very good teaching was seen. No unsatisfactory teaching

was observed at either key stage. However, the analysis of pupils' work in Year 6 indicates that over the year, teaching has had some unsatisfactory elements. These include inconsistency in the outcomes of work; low expectations of presentation and the requirement to complete a task; poor quality of marking with targets for improvement not set; and large time gaps when there is no recorded work in English. Lesson planning for the teaching of this year group is inconsistent, with large amounts missing for parts of the year.

83. Strengths in teaching in both key stages lie in the good relationships and positive attitudes to work promoted by most teachers. Pupils are expected in most classes to work at a productive pace and to complete their tasks. Support staff are used effectively to assist pupils with special educational needs and other pupils as appropriate to their needs. At Key Stage 2, the majority of teachers have responded well to the literacy hour and this is evident in their planning and well-established routines. Features of good and very good teaching within this key stage are the high expectations of pupils, effective skills in promoting the technical aspects of the subject and the provision of opportunities for pupils to develop good strategies for learning. The marking of pupils' work in both key stages is generally satisfactory overall but is currently not fully consistent with the school's marking policy.
84. Pupils in Key Stage 1 and in Years 5 and 6 are grouped by ability for the Literacy Hour. English is satisfactorily linked with other areas of the curriculum including information technology. Some very effective writing of poetry by older pupils at Key Stage 2 was recorded in a portfolio of work for information technology and good work was seen in Year 2 literacy lesson when a pupil improved her grasp of punctuation by working on the computer. High attaining pupils in Year 6 also worked very effectively in the computer room with pupils from a local secondary school, writing in a variety of styles in helping to construct the school's web page.
85. A comprehensive policy is in place. The coordinator's role is limited in its scope for raising standards as she does not have sufficient opportunities to monitor planning, the quality of teaching or standards of achievement throughout the school. The impact of this lack of monitoring is evident in the lower than average standards being achieved in Year 6. The school has adopted the local education authority's medium-term planning, which is based on the National Literacy Strategy. Lesson planning is generally clearly linked to medium-term planning. Overall, there are insufficient planned opportunities in place across the school for pupils to use their literacy skills in a more creative form. The school has recently sought to redress this by ensuring that time is made available for this once each week. Assessment procedures are satisfactory and meet statutory requirements at the end of both key stages. The school uses a range of tests to monitor pupils' progress during the year. Satisfactory use is made of the information from test results and lesson evaluations to assist teachers in their planning although this could achieve greater effectiveness if pupils were made aware of their individual targets for learning. Each of the two main buildings has a library. However, the range of the books in the junior library is not sufficient to provide pupils with sufficiently wide research opportunities or choice in personal reading matter.

## **MATHEMATICS**

86. The percentage of pupils aged 11 years who attained the average level 4 in the National Curriculum tests in mathematics for 1999, was well below the national average, while the percentage reaching the higher level 5 was below the national average. Taking the years 1996 to 1999 together, pupils' overall performance in mathematics at the end of Key Stage 2 shows that standards were below the national average. Compared to

school in similar contexts, performance in mathematics was below the average. Taking the four years of 1996 to 1999 together, there has been no significant difference between the performance of boys and girls in mathematics. However, inspection evidence gathered from Year 6 indicates that attainment in mathematics this year has improved and is now average by the end of the key stage. Standards in numeracy are average at the end of both key stages.

87. The percentage of pupils aged seven who attained the nationally expected level 2 in the National Curriculum tests for 1999, was below the national average. The percentage achieving the higher level 3 was well below the national average. When compared to schools in a similar social context, results are well below average. Performance over the last four years by both boys and girls is well below the average. However, inspection evidence gathered during the inspection show that attainment at age seven is in line with national expectations. This evidence matches closely the results of National Curriculum tests taken by the present cohort of pupils in Year 2, which show a great improvement on the previous year and indicate average attainment.
88. The differences between the test results and inspection findings at both key stages are caused by a number of factors. The National Numeracy Strategy has not had time until this year to influence the test results at the end of both key stages. Also there is now a systematic system of planning at year groups and across key stages that is having a positive impact on standards achieved in the subject. Training of teachers in the methods of the Numeracy Strategy is also having a positive impact on rates of learning in the subject across both key stages. Throughout the school buildings and classrooms there are displays which promote and develop the profile of mathematics and numeracy. There is also a clear focus on the monitoring of teachers' weekly and half-termly planning by the senior management team. In addition, the co-ordinator undertakes an annual audit of the subject to identify strengths and areas for development.
89. Progress and rates of learning at both key stages are satisfactory, and includes pupils with special educational needs and those with English as an additional language. Five year olds in the reception classes can count up to 100 in 10's and then backwards, and know that two hands or legs can be described as a pair. Pupils in Year 1, are learning and developing their understanding of two and three-dimensional shapes by constructing a 'picture puzzle'. Year 2 pupils know and understand how to add and subtract numbers up to 10. They can use the appropriate method and language when working with these calculations. Pupils in Year 3 know and understand the chronological order of the days of the week and the months of the year. They also know and understand which months are associated with a particular season, for instance summer. Year 4 pupils can use the knowledge and understanding of multiplication to help them solve problems associated with division. Pupils in Year 5 know and understand what is meant by a 'prime' and a 'square' number, and can identify what a multiple of a number is, and what a factor of a number means. Most pupils use the appropriate vocabulary with confidence when discussing oral number calculations. Year 6 pupils understand and recognise the properties of scalene, equilateral and isosceles triangles. They know how to use a formula when predicting probability in a problem.
90. Pupils throughout the school have good attitudes to their mathematical work. They enjoy the oral and mental parts of the lesson and the other activities planned for them. Pupils work with enthusiasm and are able to sustain their concentration for long periods, working well collaboratively or independently. For example, in a Year 5 lesson

pupils were totally focused on both answering and asking questions in a mental mathematics activity using a 'loop card game'. All pupils respect each other's contribution in oral discussion in lessons. They behave well and respond positively to the learning opportunities offered to them in lessons. They are willing to draw upon previous learning and attempt to extend their knowledge and understanding through full involvement in lessons.

91. Teaching is having a positive impact upon pupils' learning and attitudes to work. No unsatisfactory teaching was observed during the inspection. The larger proportion of good lessons was at Key Stage 2, where a very good lesson was also observed. Lessons are well prepared and structured, with clear aims which reflect those of the National Numeracy Strategy. All lessons have a whole class session of mental mathematics and group activities, which are well matched to the needs and abilities of pupils. As a result standards have begun to improve through the school. This effective teaching is characterised by clear learning objectives, good management of pupils and high expectations of achievements and behaviour, including a positive and supportive approach to the pupils and their learning.
92. Effective planning by teachers in year groups and at each key stage is beginning to have an impact on the delivery and teaching of the subject across the school. Each lesson has an introductory mental activity, followed by a development activity, which usually provides suitable work and tasks for the different abilities in a class. Teachers are clear about what they want pupils to learn and place appropriate emphasis on developing pupils' mental skills and understanding. For example, in a Year 4 class, pupils used cards confidently to help them answer oral multiplication questions set by the teacher. Teachers use questioning techniques well to assess and develop pupils' understanding and provide support when necessary. This was clearly demonstrated in a Year 5 lesson, when the teacher used different types of question to identify what pupils knew about the multiples of a number. Teachers have high expectations of pupils' attainment and behaviour and most lessons proceed at a good pace. However, there is an inconsistent use of marking across both key stages to help pupils improve and develop their understanding in mathematics. Pupils as yet are not aware of their individual learning targets, something which would further improve their progress. Some good use of information technology was observed during the inspection, for example when pupils in Year 5 entered information into a database, created graphs and were able to explain what the graphs were telling them.
93. The curriculum for mathematics is soundly developed through the school. Appropriate attention is given to work in mental mathematics and its application influences learning well. Across the school, work was seen that relate to number, shape and space, the measures and the handling of data. The subject makes a good contribution to pupils' moral, social and cultural development through the wide range of opportunities for pupils to work together.
94. The coordinator manages the subject well and the school has effective strategies to develop numeracy. An appropriate range of resource is available to support teaching and learning in the subject and the subject meets the requirements of the National Curriculum. The coordinator is well qualified and very enthusiastic about the subject. She passed on successfully to other teachers all the necessary information she gained from attending recent in-service training for numeracy, resulting in the successful implementation of the Numeracy Strategy throughout the school. The subject policy and scheme of work are being updated to meet the requirements of recent initiatives in the subject. Assessment procedures are in place and are soundly developed. They include an end-of-year 'audit' by the coordinator and regular monitoring of teachers'

planning by the headteacher and deputy headteacher.

## **SCIENCE**

95. Attainment at the ages of seven and eleven is broadly average. National Curriculum test results for eleven year olds in 1999 were below the average for all schools but were average when compared to similar schools. Staff absences have led to a disruption of the assessment preparation and a loss of continuity for those pupils in Year 6 but extra classes provided have helped to improve standards. Standards in Years 3,4 and 5 are generally above average. This is due to of considerable improvements in the provision of investigative and experimental work at Key Stage 2. This focus is an improvement since the last inspection but further development is still required. Over the past four years, attainment at the age of eleven has improved although not every year. The work of the present cohort of eleven year olds indicates that the improvement in investigative work is having a positive effect on standards.
96. Pupils in Year 2 were observed working in groups, designing a test to find out how the shape of the ear affects the reception and perception of sound. The pupils were working collaboratively in groups of six, drawing possible experimental procedures, discussing, evaluating and refining their suggestions. Year 3 pupils were studying the functions of different parts of a variety of flowers, examining petals, sepals, carpels, ovaries and seeds. They were both fascinated and intrigued, showing curiosity and good observational skills. Year 6 pupils were examining in groups the structures and functions of a variety of organs of the body and presenting their work to the other groups through drama, art, music and public speaking. Their research involved using the Internet in addition to a variety of texts and research materials.
97. In most of the lessons seen the pupils make good progress. Clear learning objectives ensure that all pupils improve their knowledge and understanding of scientific principles and ideas. Pupils with special educational needs and those for whom English is an additional language also make good progress. Pupils of all ages listen attentively, work well in groups and are very co-operative. They sustain their effort and concentration throughout the lessons and apply themselves diligently to the tasks set. Pupils in Year 6, during a lesson on fossil fuels listened attentively to the teacher's input, contributed to the discussion and produced a reasoned argument on the relative merits of fossil fuels. Their work was extended further as part of a homework task. Pupils use equipment safely, have a due regard for the impact of their actions on others and have a good rapport with their teachers.
98. Teachers' medium and long term planning is good and the planning is monitored on a regular basis by a senior teacher. The curriculum coordinator has carried out an audit of resources, has developed the scheme of work and attended a science management course. No class observation has been undertaken due to lack of time. Resources are sufficient but many are in need of replacement in the near future. Teaching in lessons was never less than satisfactory during the inspection. The majority of lessons was observed at Key Stage 2. Most of these lessons were of good quality. Teachers show good subject knowledge, prepare well and challenge the majority of the pupils. They manage their pupils effectively, expecting them to produce work of a good standard. Marking and assessment could be better used to guide teachers' planning, guide individual pupils and set clear learning targets. Individual staff, together with the dedicated and enthusiastic co-ordinator, demonstrate a willingness and commitment to improve the subject further.

## **ART**

99. During the period of the inspection it was only possible to observe one art lesson in Key Stage 1. This lesson, combined with a scrutiny of completed work, discussions with pupils and work on display throughout the school indicates that at age seven and age eleven standards are broadly similar to those generally expected of pupils this age. The school has maintained the standards identified in the previous inspection. Pupils with special educational needs and those for whom English is an additional language take a full part in art and make good progress.
100. The work of pupils in the lesson observed in Year 1 demonstrated a satisfactory ability to form and decorate clay. This was evident when they chose one of three of their own designs to produce decorative fish as part of their topic on the seaside. Previously completed work includes expressive pastel work of sunflowers in the style of Van Gogh and carefully made geometric sewing pictures. Pupils in Year 2 use collage to create an effect and make decorated and glazed clay tiles with seaside patterns.
101. Younger pupils at Key Stage 2 draw and use colour accurately in the style of the Impressionist artist, Monet. In Years 5 and 6, art often provides a good link with other subjects in addition to being taught as a specific subject. Work on display demonstrates that pupils have acquired the skills to produce work in the style of a range of artists, for example, Gauguin, Klee and Escher. Using pastel, they have drawn Victorian street scenes as part of their history work and rain forest animals in geography. Last term, pupils from Year 5 worked with a visiting artist on a ceramics project. Photographic evidence and pupils' own writing indicates that they have a good understanding of the processes involved. In discussion, older pupils talk about the work of a range of artists and demonstrate a satisfactory understanding of the tools, materials and skills needed in drawing, painting and three-dimensional work.

102. A clear and detailed policy is in place. Subject planning is mainly integrated into topic work, drawn up by individual teachers and monitored by the deputy headteacher. Planning satisfactorily addresses the programme of study and makes appropriate provision for skills and knowledge acquisition. Teachers keep their own records of progress but there is no agreed school system in place for recording what pupils know and can do within the subject. There is no designated coordinator with responsibility for the development of the subject. There are sufficient resources to support the major aspects of art. These are well organised and satisfactorily used. Art makes a good contribution to other subjects of the curriculum and to the pupils' spiritual and cultural development.

## **DESIGN AND TECHNOLOGY**

103. During the week of the inspection only a small number of lessons were seen, involving pupils in Years 3 and 4. Judgements about attainment are based on scrutiny of pupils' work. Attainment at age seven and age 11 is at the levels generally expected of pupils this age. This maintains the standard identified in the last report for Key Stage 1 and is a significant improvement in Key Stage 2, where attainment at the time of the last inspection was judged to be below average. Since the last inspection, teachers have improved their knowledge and skills. This has had a positive impact on pupils' attainment and rates of learning in lessons. Pupils' rate of learning and progress at both key stages are satisfactory. This includes pupils with special educational needs and those for whom English is an additional language.
104. At Key Stage 1, pupils learn to plan their work using simple pictures and plans and can list and identify the materials they are going to use in the construction of a model. For example, in a Year 2 class pupils designed three scenes and then selected one with which to make a 'Clay Tile'. They used pencil and paint to create a particular scene on their 'Clay Tiles', and many of these are displayed prominently in both Year 2 classes. Pupils at Key Stage 1 work with a broad range of materials and learn to join and fix them together using different techniques. For instance, in Year 1 pupils have made model birds with a feathered wing using both card and paper, and have sewn a designed pattern on fabric. They learn to think carefully about what they are trying to make and to look at their models and suggest ways they could improve them.
105. At Key Stage 2, pupils' designs become more sophisticated and they learn to think about the purpose of their models before beginning to make them. For example, pupils in Year 4 have designed and made a toy with a moving part. They are building and developing their skills and understanding from previous work constructing 'shadufs', a project which is linked to their work in history about the Ancient Egyptians. As they move through the key stage, they work successfully with a range of materials and learn to finish their models appropriately. For instance, in Year 5 pupils have made Tudor necklaces and embroidered designs on fabrics, which was linked to their work in history. They have used a wide range of materials and different techniques in the making of these models. On the completion of these models pupils evaluated their designs and models and gave reasons for positive features in their constructions as well including negative comments for instance, using a wrong stitch in their embroidery work. The pupils' skill of modifying their designs and the construction stage of their model becomes much more developed and refined in Year 6. For example, pupils have designed Aztec Masks and are using clay and paints to create a three-dimensional effect. This includes ensuring they create authentic Masks of the Aztec civilisation from their work in history.
106. Although little teaching was observed during the inspection, it is clear from the work on

display that pupils are taught how to handle different materials and to evaluate their ideas and designs. Design and technology tasks are planned to link well with the topic focus for each term in particular year groups. This provides pupils with a wide range of experiences and supports their cultural development. For example, pupils in Year 2 have made Jewish scrolls in their religious education lessons. Teachers pay particular attention to develop pupils' personal and social skills by expecting them to work together to make models and to evaluate these against the original design and completed construction. Pupils are enthusiastic about design and technology and are willing to talk about their work. They are proud of what they have designed and made and this is reflected in the quality of their work, which is displayed around school.

107. Currently there is no permanent coordinator for the subject and this results in the subject not having that extra spark of leadership to help its development. The head teacher is in temporary charge of the subject but there will be a new coordinator in post at the commencement of the new school year. There is a policy and a scheme of work which offer satisfactory guidance and support to teachers. The temporary coordinator monitors and evaluate planning and pupils' work once a term but there are currently no formal assessment procedures in place to offer information on pupils' future learning in the subject. The school is adequately resourced with a range of materials and tools for pupils to work with. This contributes well to the range of experiences offered.

## **GEOGRAPHY**

108. Only one geography lesson was observed in each key stage during the week of the inspection. However scrutiny of work shows pupils make satisfactory progress in geography at Key Stage 1 and they achieve average standards for their age. By the end of Key Stage 1, pupils have a developing understanding of the local environment as they compare garden and roadside areas and explore aspects of recycling through the topic 'What a Load of Rubbish'. They understand how rubbish is collected and recycled and give clear reasons for using bins to collect rubbish for recycling.
109. At Key Stage 2, pupils make satisfactory progress during years 3, 4 and 5 but unsatisfactory progress in Year 6 and by the end of the key stage they achieve standards which are below average for their age. Planned tasks only require limited responses from pupils. For example pupils in Year 6 write descriptions of different climates and use a range of information from the Internet to answer set questions about a desert, polar and temperate climates. Throughout the year they have not been given the opportunities to use the information they gather to explore, by asking questions and finding solutions, how these aspects link or contrast with each other. There has limited improvement since the previous inspection but high attaining pupils in Year 6 are still not given sufficiently challenging tasks. This has been due in large part to school's lack of success in monitoring the quality of work provided for pupils by temporary teachers in Year 6.
110. The lesson observed at Key Stage 1 effectively introduced pupils in Year 1 to exploring two contrasting countries, the United Kingdom and Africa. The good quality of teaching helped pupils to describe differences through the teacher's good use of questions as they explored the story 'A Country Far Away'. An excellent range of resources supported the pupils' learning about Africa and it's place on the map in relation to the United Kingdom. Pupils showed a high level of concentration and good subject knowledge, explaining that 'Africa is right next to the equator'. Good teaching in the lesson observed at Key Stage 2 was based on an effective whole-class introduction. During this, pupils produced interesting ideas about how maps were produced in the past. This helped them to work well and concentrate in small groups and pairs,



planning symbols for their maps of the Aztec empire.

111. No teacher has responsibility for leading and managing the subject. This limits the development of geography in the school. No monitoring of standards or teaching takes place and assessment procedures are undeveloped. At Key Stage 2 there are insufficient opportunities for pupils to express views and form opinions through making links in their learning to the world they live in. This limits pupils' progress in developing their geographical understanding to enable them to ask questions and find solutions.

## **HISTORY**

112. During the inspection all the lessons that could be observed were at Key Stage 2. However, an examination of pupils' work indicates that all pupils make satisfactory progress. They attain an appropriate standards at the end of both key stages. This maintains the standards identified in the previous inspection.
113. At Key Stage 1, pupils learn about the concept of time. They have a satisfactory awareness of their own life-span in relation to that of their parents and grandparents. They understand the terms 'past' and 'present' and use them to describe changes and events. For example, in Year 1 pupils have studied and examined how a seaside resort has changed from 1800 to the present day. They have also looked at how going on holiday in 1950 has changed from taking a holiday in 2000. In Year 2, pupils have studied different periods of history to develop their understanding of chronology. They have compared and contrasted everyday life in Victorian time to present day life. They have read and studied Samuel Pepys first-hand account of the 'Fire of London' in 1665, which has helped to develop their awareness of using different sources when finding out more information about historical events.
114. At Key Stage 2, pupils in Year 3 begin to place in the correct order of time the people who came and invaded this country since the Roman Invasion. Pupils in Year 4 have studied the civilisations and life styles of the Ancient Greeks and Egyptians. For example, in one class pupils have studied in detail the impact that hieroglyphics made on Ancient Egyptian culture and how historians and archaeologists use this source of evidence to help explain how the Ancient Egyptians lived and what they believed in. In another Year 4 class, pupils studied the process of mummification that the Egyptians undertook to preserve bodies. They were developing their understanding of using secondary sources of information such as reference books as opposed to primary, first-hand, sources. As pupils progress through the key stage they continue to develop their understanding of using different sources of evidence and realise that they can offer a different interpretation of a past event or period. For example, pupils in Year 5 compared and contrasted school rules of the Victorian era to those of the present day. They were sympathetic towards Victorian pupils because of the strict rules they had to observe comparison with those of today. By the end of Key Stage 2, pupils can put in chronological order the periods they have studied and give approximate dates for them. They show a satisfactory understanding of terms related to time and chronology such as 'ancient' and 'century'. They know that information about the past can be gathered from a range of sources. Pupils in Year 6 have a satisfactory knowledge and understanding of many aspects of the Aztec civilisation. They know that they had very individual customs, which were recorded from a variety of sources both contemporary and secondary.
115. The teaching of history makes a good contribution to pupils' moral, social and cultural development in the school. Many lessons make a good contribution to literacy in terms of speaking and listening and in developing pupil's writing. Key vocabulary is

emphasised and explained in all lessons.

116. Pupils enjoy history and have good attitudes towards it. They are curious and keen to find out things from the past for themselves. For example, pupils in a Year 5 class discussed in groups what it would be like to be a pupil in a Victorian school. To understand this better, they tried sitting in their chairs with a straight back to feel what it would be like. Behaviour and relationships are of a good standard and all pupils respect others' contributions in lessons.
117. The teaching seen in Key Stage 2 was good. Teachers have good subject knowledge and understanding. Lessons are well planned with clear learning objectives related to the key elements of the National Curriculum. All teachers have good relationships with pupils, which helps create a positive learning environment for the subject. Lessons proceed with good pace and teachers use questioning well to identify what pupils know and understand during a lesson. The quality of teaching observed leads to good rates of learning taking place in lessons. Opportunities are given at Key Stage 2 for pupils to record their knowledge and understanding in a variety of ways, although there were few examples of pupils writing extended accounts. The marking of pupils' work is not used consistently enough to improve the quality of work across both key stages. There is also an over-reliance in some year groups on the use of photocopied sheets rather than allowing pupils to record their work or findings independently. This hinders the development of skills in literacy.
118. The leadership of the subject is being undertaken temporarily by the head teacher but the school plans to have a permanent coordinator in post by the start of the new school year. The lack of a permanent coordinator does not hinder provision but results in the subject not having as strong a focus in the school as it might. The subject has a policy and scheme of work and the resources are adequate to ensure pupils can develop their skills appropriately. The temporary coordinator monitors planning and pupils' work on a termly basis but there are currently no formal assessment procedures in place.

## **INFORMATION TECHNOLOGY**

119. Attainment is average at the ages of seven and eleven. This represents a similar picture to the last inspection report but the school has done well in keeping pace with recent national initiatives, owing to good subject management, good improvements in resources and to increasingly effective teaching. Pupils generally make good progress throughout Key Stage 2 and satisfactory progress at Key Stage 1. A strong feature of the provision is the good use of information technology to help pupils develop their skills in other subjects.

120. By the age of seven, most pupils can open and close a program. They enter text successfully into the computer. They know how to change spellings by deleting text, first moving the cursor back to the appropriate point. Pupils use the correct keys to type in capital letters. High attaining pupils know how to save their work. High and average attainers improve the layout of text by using the space bar. However, those questioned were less sure in their knowledge of control technology although this is part of the planned programme of work. Progress at Key Stage 1 is satisfactory for pupils of all levels of attainment, including those with special educational needs and those for whom English is an additional language. Pupils steadily become familiar with computers and are confident in using them. Year 1 pupils also learn how to use listening centres, helping them improve their listening and reading skills as well as encouraging them to work independently.
121. By the age of eleven, the large majority of pupils are confident users of information technology. They 'log on' to the Internet and use a search engine to help them find a variety of information. They understand that on a web site a 'link' can take them to another site to further their search. High attainers know that the colour of a link changes after it has been used recently. High and average attaining pupils have developed good skills of entering data onto a spreadsheet and then representing it in various forms of graph or chart. They use a well known spreadsheet-based program confidently, interpreting the data accurately. The skills of word processing are well developed by the age of eleven. Pupils use these skills to help them organise and present their work. For example, some pupils used a variety of fonts, colours and clip art in order to make effective presentations of poems. In discussions, pupils showed satisfactory awareness of control technology, being able to discuss how temperature sensors are used.
122. Progress at Key Stage 2 is good for pupils of all levels of attainment with the occasional exception of high attainers in lessons at lower Key Stage 2. A good example of the systematic development of skills was seen in using a spreadsheet. Pupils in Year 4 made good progress in becoming familiar with the basics of this work whilst high attainers in Year 5 were able to work independently, entering and organising data. In Year 6, average and high attaining pupils use spreadsheets confidently and present their work in a variety of ways.
123. No direct teaching was seen at Key Stage 1 but pupils' progress in acquiring skills indicates that teaching is at least satisfactory. At Key Stage 2, teaching is generally very effective in helping pupils to develop their skills and understanding. Good whole-class teaching of skills, reinforced in the computer suite, helps pupils to be sure in their learning. Teaching of basic skills of word processing and the use of spreadsheets is good, enabling pupils to progress confidently. Pupils respond well. They are enthusiastic learners and their behaviour is often very good, even in the rather cramped conditions of the computer suite. They mostly work well in twos or threes. Only occasionally, at lower Key Stage 2, is teachers' subject knowledge not sufficient to provide high attaining pupils with the level of challenge they need. On such occasions these pupils do not work as productively as they should.
124. Teachers, particularly those at Key Stage 2, make very good use of information technology to develop pupils' skills in other subjects. For example, in Year 2, a pupil worked hard on the computer, with encouragement from the teacher, to improve her skill of using capital letters correctly. In a Year 5 lesson, pupils used a search engine to find out information about Queen Victoria. In a very effective piece of teaching, the teacher pointed out how a search could be extended to help find more information, in this case about the illness from which Prince Albert had died. In the same lesson, other

pupils developed their mathematical and scientific understanding by interpreting data about the rate of growth of plants. Work in art is enhanced by good use of 'paint' programs, for example in Years 1 and 4. In Year 6, pupils had used spreadsheets effectively to help them in interpreting data about 'Euro 2000', albeit a little optimistically about the performance of the national team!

125. Very good cooperation with a local high school enhances the provision at Key Stage 2. Pupils from Year 9 are working with some Year 6 pupils in developing the school's web site. This work is being ably coordinated by a parent who has specialist knowledge in this field. The subject is well led by the headteacher. Strong planning matched to national guidelines provides good support for teachers. Assessment procedures are in place but are not yet being used effectively to guide teachers in setting challenging work, especially for some high attaining pupils. The school has made a big investment in resources for information technology, having first carefully followed the principles for obtaining best value. This investment is resulting in good provision and good progress, especially at Key Stage 2.

## MUSIC

126. Insufficient work in music could be observed at Key Stage 1 during the inspection for judgements to be made about standards or teaching. At Key Stage 2, from the limited amount of work seen, standards are average at age 11 and progress is generally satisfactory for all groups of pupils including those with special educational needs and those for whom English is an additional language. This is a similar picture to the time of the last inspection.
127. Pupils in Year 3 sing tunefully together. They appreciate the different types of music played to them and on some occasions they show great enthusiasm as when two classes together listened to Viking music. Pupils in Year 5 sing very tunefully and with great gusto when performing an 'old tyme music hall' for parents and some visiting pupils from a local secondary school. They entered into the spirit of this musical tradition very well in singing a medley of songs. In Year 6, pupils show awareness of non-Western musical traditions. They work effectively to develop their ability to play a Caribbean rhythm in different parts.
128. Teaching is satisfactory. Teachers interpret subject planning successfully to present pupils with a satisfactory range of learning opportunities to compose, perform and appreciate music. Subject knowledge is usually at least satisfactory although in Year 6 it is sometimes not strong enough to challenge pupils to understand and perform more complex rhythmic patterns. However, tasks set in lessons generally challenge pupils well and productive work results. Teaching in Year 5 has a very strong impact on pupils' performance. Although no direct teaching was observed in this year group during the inspection, the quality of the pupils' music hall performance indicated very effective teaching. In all lessons observed, pupils were well behaved. When asked to work together they did so sensibly.
129. Provision is enhanced by the school securing the services of a local authority specialist teacher who works in the school for one morning per week and who has contributed significantly to planning the curriculum. The inspection timetable prevented this teacher being observed but his effective contribution to planning was evident in other lessons. The good quality of curricular planning helps non-specialist teachers to develop pupils' learning satisfactorily.
130. Music is used well to set the appropriate tone for assemblies. Pupils respond well to

this. For example, after each Key Stage 2 assembly they first listened attentively and then left quietly to the sound of good quality piano playing by a teacher. The subject scheme of work provides pupils with opportunities to sample a wide range of musical traditions, including baroque, Tudor, Caribbean and Indian music. These opportunities are also reflected in the satisfactory range of musical instruments available. Last year, an Indian dancer performed for pupils at Key Stage 2, contributing to their cultural awareness.

131. There is no permanent subject coordinator. Whilst there are no significant weaknesses in the subject and there are some strengths, the lack of a coordinator to take a whole-school view of subject development means that the music curriculum does not have the impact it might. A choir and a recorder club, both active at the time of the last inspection, are no longer functioning although a teacher from Key Stage 1 still leads a lunch time ocarina club for pupils at Key Stage 2.

## **PHYSICAL EDUCATION**

132. Attainment is average by the age of seven and is above average by the age of eleven, with some pupils achieving high standards of performance in throwing, catching and striking a ball. The school has experienced some notable successes in sports tournaments within the local area. The staff use appropriate teaching methods, incorporate sound planning, make full use of the available resources and insist upon high standards of behaviour as well as encouraging the pupils to improve the quality of their personal performance. This results in good acquisition of skills, especially at Key Stage 2. The high attainment of pupils at Key Stage 2 represents an improvement since the last inspection. This is due to good teaching.
133. During lessons observed, the pupils participated in a range of activities, namely, cricket, rounders, short tennis, striking and catching skills and dance. Teachers emphasised the value of warming up, stretching out and, to a lesser extent, warming down. Great emphasis was placed on improving basic skills with pupils in Year 2 showing ability to catch a ball and throw over-arm to good effect. This led to good progress. In Year 6, pupils demonstrated excellent standards of catching a tennis ball, showing good hand-eye co-ordination, the value of remaining mobile and well balanced together with the need to provide accurate service. In playing games, pupils showed good tactical awareness as well as good transfer of skills. Pupils of lower ability were challenged and well integrated into the lessons. Pupil collaboration and co-operation were a strong feature of the lessons observed, enabling those of limited ability to make progress and achieve success. Although the pupils can work well individually and in groups little opportunity was given to enable them to plan, perform and evaluate activities less directed by the teacher.

134. Pupils have a very positive attitude towards learning and all are enthusiastic about physical education and are very keen to participate. The large number of pupils attending the extra-curricular activities at lunchtime and after school supported this judgement together with the very few numbers of non-participants. All the pupils are very well motivated, listen attentively, concentrate well and make sustained, determined efforts throughout the lessons. They are very co-operative, support each other and enjoy positive relationships with their teachers. Parents and pupils speak highly of the physical education programme stressing enjoyment and team games as key strengths of the programme.
135. The quality of teaching is mostly good at both key stages, with no unsatisfactory lessons observed. The majority of the lessons seen were good with informative demonstrations, a variety of opportunities and challenge. Good class management skills, effective use of resources, good pace in lessons, the demands made and the rapport with the pupils all contribute to a positive working environment where good learning takes place. Planning is adequate but better medium term planning would further enhance the teaching of the subject. Assessment is left to individual staff and no formal record of any assessment is reported to parents although the reports give them adequate information about their children's experiences and attitudes.
136. By the end of Key Stage 2, pupils have experienced and participated in a range of activities including games, gymnastics, dance, athletics, swimming and outdoor activities, making good use of the two halls, extensive playground and large playing field. The school has sufficient resources to support the broad programme although some of the equipment is in need of replacement in the near future. The playground surface is in need of repair in places and would benefit from more imaginative markings to stimulate games and encourage skills practices. The school halls both have extensive equipment stored within them and this can restrict vigorous, competitive activity.
137. There is equality of access for all pupils and it was good to see girls offered opportunities to play soccer and rugby league, boys relishing dance and pupils with special educational needs and those with English as an additional language fully integrated into the lessons. The subject has no designated curriculum leader and would benefit from the overall scrutiny, support and enthusiasm that such a role could provide.

## **RELIGIOUS EDUCATION**

138. Standards in religious education have improved since the last inspection and now match the requirements of the local Agreed Syllabus for pupils aged seven. Standards attained in Years 3, 4 and 5 also match requirements but those attained in the present Year 6 do not match the requirements of the local Agreed Syllabus. Although there is no coordinator for religious education, teachers have worked together effectively to produce a scheme, which ensures that they link the two aspects in the Agreed Syllabus together well.
139. Pupils make satisfactory progress in Key Stage 1. They explore special times learning about 'Divali, Christmas, Easter and Poppy Day. They explore special places and learn about the mosque and the cathedral and they discuss people who show that they are brave by keeping promises when it is difficult to do so.
140. At Key Stage 2, satisfactory progress is made through Years 3 and 4 but there is unsatisfactory progress in Years 5 and 6. Pupils in Years 5 and 6 have limited

opportunities to reflect, ask questions and explore ideas in depth. For example, re-writing the Christmas story in Year 5 or colouring in a pre-printed drawing of the mezuzah are activities which do not require pupils to consider meaning or understand religious ideas. Consequently work in Years 5 and 6 fails to build on the developing understanding of religions established through the rest of the school.

141. Only two religious education lessons were observed at Key Stage 1 during the week of the inspection. Teaching in these lessons was at least satisfactory and some aspects were good. Good teaching in Year 2 helped pupils to develop their knowledge and understanding of the Jewish religion. The teacher's good use of interesting photographs and models helped pupils to learn about the synagogue and its symbols and about artefacts like the Torah and the menorah, building on what the pupils already know about places of worship in other faiths. Pupils listened attentively, responding well to the teacher's questions. They maintained a high level of concentration throughout the lesson and made good progress.
142. At Key Stage 2, three religious education lessons were observed. The quality of teaching in Key Stage 2 was never less than satisfactory, with good teaching observed in Year 4. In Year 4 pupils are sensitively introduced to the five pillars of Islam through the involvement of pupils within the class who are practising Moslems. In the lesson observed, through good questioning all pupils in the class were helped to think about the Moslem tradition of prayer. They listened carefully, showing respect and understanding for traditions other than their own. Well-planned interaction between the pupils and with the teacher focused pupils, learning on the significance of prayer in the Moslem faith and used pupils' previous knowledge about religions. Teaching in Year 6, although satisfactory, does not have a clear focus which helps pupils to develop their understanding of religious beliefs and practices. The teaching of religious education is often linked to other areas of the curriculum in a way which fails to take account of the requirements of the locally Agreed Syllabus. For example, pupils in Year 6 were asked to discuss the beliefs of the Aztec people, making a list of the advantages and disadvantages of having many gods. Pupils found this difficult. There was no provision within the lesson to help pupils explore what they understood about the advantages and disadvantages of the belief systems of the religions studied in religious education before responding to this complex task.
143. There is no coordinator for religious education at present and the lack of monitoring resulting from this is reflected in the uneven progress and teaching through the key stages. Resources in some areas are good and staff are becoming more confident in teaching religious education through using the scheme, which is now in place in most classes in the school.