

INSPECTION REPORT

BROUGHTON JEWISH CASSEL FOX PRIMARY SCHOOL

Salford, Manchester

LEA area: Manchester

Unique reference number: 105971

Headteacher: Rabbi J Kennard

Reporting inspector: Mr P Dennison
17736

Dates of inspection: 17th – 21st January 2000

Inspection number: 192612

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: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Legh Road
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Appropriate authority: Governing Body

Name of chair of governors: Mr S Pine

Date of previous inspection: December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr P Dennison	Registered inspector	Mathematics	What sort of school is it? What should the school do to improve further?
			School's results and achievements
			How well are pupils taught?
			How well is the school led and managed?
Mrs S Drake	Lay inspector	Equal Opportunities	How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr A Wilson	Team inspector	Design & Technology	
		Geography	
		Physical Education	
Mrs P Ward	Team inspector	Special Educational Needs	How good are the curricular and other opportunities offered to pupils?
		English	
Mrs S Power	Team inspector	Science	Pupils' attitudes, values and personal development
		Information Technology	
		History	
Mrs L Parkinson	Team inspector	Under fives	
		Art	
		Music	

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Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Broughton Jewish Cassel Fox Primary School is situated in Salford in an area with a large Jewish population. The school has voluntary aided status and provides primary education in accordance with the religious traditions of Orthodox Judaism. A high proportion of parents are engaged in professional occupations. Parents are keen that the school should combine high standards of secular education with a thorough grounding in Kodesh, (Orthodox Jewish religious study). There are two staff teams, one which teaches Kodesh and another which is responsible for the National Curriculum. The headteacher has overall responsibility for school management.

There are 300 pupils on roll, taught in 12 classes, including 28 pupils in the nursery class who attend full time. There are 42 pupils on the school's register of special educational needs (14% of the number on roll). This is below the national average. None of the pupils has a statement of special educational need. There are no pupils for whom English is an additional language. No pupils are recorded as eligible for free school meals. Children enter the reception classes in the September prior to their fifth birthday. The great majority transfer from the nursery class. There is also a kindergarten which many attend prior to the nursery class. There is a wide range of attainment on entry, although overall, attainment is above that expected for pupils of this age. The headteacher has only been in post since September 1998. Prior to that the deputy was acting headteacher for 18 months.

HOW GOOD THE SCHOOL IS

This is an effective and improving school. Standards in English and mathematics are high, although standards in information technology are unsatisfactory. The quality of teaching is good overall. The headteacher provides good leadership and management is effective. The school provides satisfactory value for money.

What the school does well

- The headteacher provides clear and effective leadership and the governors are supportive.
- Standards in English and mathematics are high.
- The quality of teaching is good overall.
- Pupils are well motivated, concentrate well and work hard.
- Pupils generally behave well and relationships are good.
- The provision for spiritual and moral development is very good.
- The school clearly reflects the values of the Jewish community.
- Parents are supportive of the school and take an active interest in the education of their children.
- There is a good range of extra curricular activities for pupils in Key Stage 2.

What could be improved

- Curriculum planning for the children under five is not based on the desirable learning outcomes for that age group. There is no whole school curriculum plan, nor schemes of work for many subjects.
- The provision for information and communication technology is unsatisfactory. There is no clear scheme of work, many teachers are insecure in their own knowledge of the subject and there is insufficient software to address all the areas of the National Curriculum programme of study.
- Systems for assessing pupils' attainment and progress in subjects other than English and mathematics are unsatisfactory. Teachers do not make the most effective use of assessment to ensure that work is well matched to pupils' needs and abilities.
- Strategic planning, including financial links, is not yet related to the longer term needs and priorities of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection of the school was in December 1996. Since then improvement has been good. The quality of leadership and management has improved since the previous inspection. Parents report that they have an increased confidence in the school and that the relationship between parents and the school has improved considerably.

A system for the monitoring and evaluation of planning, teaching and learning has been established and the role of the curriculum co-ordinators has been developed. The school development plan has been improved and this gives a clear view of current priorities. The school has maintained the high standards of attainment in English and mathematics as measured by the results of National Curriculum tests. The standard of work observed in lessons has improved since the previous inspection. The school set clear targets for its performance in the 1999 National Curriculum tests which were surpassed. Challenging targets have been agreed for the current year and are likely to be met. Improvements have been made in the provision for pupils with special educational needs. Well defined systems are in place to identify pupils' needs, develop individual education plans and provide additional support. Talented and gifted pupils are also identified and supported, especially in mathematics.

The previous inspection report recommended that the school should ensure that teaching and curriculum planning promote standards corresponding more closely to those achieved in the statutory end of key stage assessments. This has been addressed successfully in English and mathematics but there is still a need to develop curriculum planning in other subjects of the curriculum. The recommendation to ensure that higher attaining pupils were fully challenged by more demanding work, particularly in English and mathematics has been partially addressed through the identification of talented and gifted pupils and the use of ability sets for teaching English and mathematics at Key Stage 2. The issue has not been fully resolved however, particularly for other areas of the curriculum. A further issue was the use of day-to-day assessment to plan work for pupils. Improvements have been made in the systems for monitoring pupils' progress and the use of day-to-day assessment is effective in English and mathematics. However, in other subjects assessment is not always used effectively to ensure that work is well matched to pupils' needs. During the last inspection, time was lost due to late lesson starts and religious observances. The school has addressed this by re-organising the timetable and through closer co-operation between the secular and the Kodesh staff. The situation has been improved considerably although there is still some time lost due to lessons starting late following Davening.

The headteacher, senior staff and governors have a clear understanding of the school's needs and priorities. Overall, a number of improvements have been made and the school is well placed to improve further as the newly established systems of review and evaluation become established.

STANDARDS

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

Performance in:	compared with				Key
	All schools			similar schools	
	1997	1998	1999	1999	
English	A	A*	A*	A	Well above average A above average B Average C Below average D Well below average E
Mathematics	A*	A*	A*	A*	
Science	A*	A	C	E	

Standards in English and mathematics are very high. In the 1999 National Curriculum tests, the school

results were in the highest 5% nationally. Results in mathematics were very high in comparison with similar schools and those for English were well above the average for similar schools. Standards in science are in line with the national average. However, in comparison with similar schools, the results of the national curriculum tests were well below average. Standards in information technology are below the national expectation at the end of both key stages. The high standards in English and mathematics as measured by National Curriculum tests have been maintained between 1996 and 1999. The results have been consistently very high in comparison with the national average. The work observed in lessons has improved since the previous inspection when it was reported as being in line with the national expectation. In the same period, standards in science have been well above the national average, although they have declined since 1997 whilst national results have increased.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes. They work hard, concentrate well and show good levels of interest
Behaviour, in and out of classrooms	Behaviour is generally good throughout the school.
Personal development and relationships	Personal development is good. Relationships are good. Pupils co-operate well with each other and their teachers. They are courteous and polite and when given opportunities to carry responsibility they are trustworthy and show initiative.
Attendance	Attendance is satisfactory. It is in line with the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 95% of the teaching observed was satisfactory or better and 14% was very good or better. One lesson was excellent. Whilst 5% of lessons were unsatisfactory, none was poor. Teaching of the under fives is satisfactory overall. It was satisfactory or better in 91% of the lessons observed. It was good in 32% of lessons. However, in 9% of the lessons observed teaching was unsatisfactory. In Key Stages 1 and 2 teaching is good overall. In Key Stage 1, teaching was good in 67% of the lessons observed and satisfactory in the remainder. In Key Stage 2, teaching was satisfactory or better in 95% of the lessons observed, it was good or better in 56%, very good or better in 22% and excellent in 2%. Teaching was unsatisfactory in 5% of the lessons observed. Teaching in English and mathematics is especially effective. Teachers generally have high expectations and provide work which is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. On the occasions where teaching is less than satisfactory, this is due to less effective classroom management. This results in lessons that lack pace, pupils become restless and there is an adverse effect on the progress made. Work is not always well matched to pupils' needs and abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory for pupils under five and in Key Stages 1 and 2. It includes all areas of the National Curriculum although all the requirements of the programme of study for information technology are not met.
Provision for pupils with special educational needs	Satisfactory. A number of improvements have been made since the previous inspection. There are effective systems in place which meet the requirements of the Code of Practice. Pupils are identified early and given additional support. Their progress is reviewed regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual and moral development is very good. The school promotes the values of the Jewish community very effectively. Although cultural development is satisfactory overall, there are insufficient opportunities for pupils to develop their awareness of other cultures.
How well the school cares for its pupils	The school cares for its pupils well. Staff create a predictable, stable environment in which pupils feel valued, and they use their good knowledge of individuals and their family circumstances to provide them with appropriate support.

The school works well in partnership with parents, who have very high expectations. The emphasis placed on Hebrew studies, English and mathematics means that the time available for all other subjects is limited. Provision for information technology is unsatisfactory. The school does not meet all the requirements of the National Curriculum programme of study in information technology, in particular the elements of control. Close liaison between pupils' Kodesh and secular teachers ensures that both know if an individual is causing concern, or performing particularly well, and can, therefore provide consistent levels of support, encouragement and praise. Since the last inspection, the school has continued to develop its systems for assessing and recording pupils' attainment and progress in mathematics and English. However, similar principles are not applied to the other subjects of the curriculum where there is no coherent system of assessment to assist teachers in their planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The overall quality of the school's leadership and management is good. The headteacher provides effective leadership which gives a clear educational direction for the school.
How well the governors fulfil their responsibilities	Governors are supportive of the school. They are developing their management responsibilities and are aware of the needs and priorities facing the school. They play a key role in monitoring finance but have not yet developed systems for assessing the long-term spending needs of the school and evaluating the success or otherwise of spending decisions in relation to the quality of teaching, learning and resources which it provides.
The school's evaluation of its performance	New systems of monitoring and evaluation have been established. These provide a secure basis for monitoring the quality of teaching and the standards of attainment. They will also be used to identify priorities for future strategic planning.

The strategic use of resources	The school development plan clearly identifies priorities for improvement and links these to the budget. However, the plan only covers the current year and longer term strategic planning is not yet in place.
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There are sufficient, well qualified and experienced teachers and support staff to meet the needs of pupils. The accommodation is spacious and conducive to learning and all areas of the school are in regular use. Learning resources are generally adequate, although the quality and range of fiction books is limited. Collectively, the headteacher, staff and governors contribute effectively to the quality of education provided and to the standards achieved by the pupils. They have established a positive ethos for the school. The school has a clear set of aims which reflect the values of the local Jewish community. The headteacher and governors have a clear view of the school's needs and priorities. The school development plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs. It clearly identifies the school's priorities. It is linked to the school budget, has clear criteria for success and is reviewed regularly to evaluate progress. However, the development plan identifies priorities for the coming year only and this restricts opportunities to link long term financial planning more closely to the school's future needs. The school makes satisfactory use of the principles of best value. The headteacher and governors make effective use of the financial resources available. There are systems in place to monitor standards of attainment and the quality of teaching. The school is aware of the need to compare its performance with that of similar schools and recognises that it is in direct competition with other Voluntary Aided Jewish schools in the area. Taking into account the economic and social circumstances of the pupils; their attainment on entry; the progress they make and the standards of attainment achieved; and the costs per pupil; the school provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Children make good progress • Behaviour is good • They would feel comfortable about approaching the school with questions or problems • The school expects children to work hard and achieve their best 	<p>A minority of parents raised concerns about:</p> <ul style="list-style-type: none"> • The amount of homework • Information about how their child is getting on • The school working more closely with parents • A wider range of activities outside school

At the meeting with the inspectors, parents explained that they had very high expectations of the school and wanted the very best for their children. Consequently, they were critical even when they felt that the school had a number of strengths. They were particularly pleased with the Hebrew studies and felt strongly that the school reflected the ethos and culture of the Jewish community. Many commented that the school had improved since the last inspection and that the new headteacher had established a much more positive relationship with parents. Many, however, still have some reservations. The inspectors' judgement is that the school works well with parents who provide a great deal of support, both financially and through the shared values of school and community. The school does provide opportunities for parents to discuss children's progress. It also provides annual written reports but these are not very effective; many are bland; and other than in English and mathematics, teachers do not identify what levels pupils are working at, how well they are progressing and what they need to do in order to improve. Homework is used effectively to support the work in class lessons. Although some parents of pupils in Years 5 and 6 felt there was too much, others felt there was insufficient. There is a good range of extra curricular activities available for pupils in Key Stage 2 before and after school and at lunch times.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 There is a broad range of attainment on entry to the reception classes, although, overall attainment is above that expected for the age group. Pupils make satisfactory progress in all areas of learning and by the time they are five years of age, they achieve the desirable learning outcomes in personal and social development; language and literacy; mathematics; knowledge and understanding of the world; creative development and physical development.
- 2 Pupils' performance in the 1999 end of Key Stage 1 National Curriculum assessments in reading, writing and mathematics was very high in comparison with the national average and in comparison with schools with pupils from similar backgrounds.
- 3 On the evidence of the inspection, pupils make good progress throughout Key Stage 1, in English and mathematics and attainment by the end of the key stage is high. Most pupils are competent in the early skills of reading and are developing a range of strategies for attempting unknown words. Their writing shows an increasing fluency and control, with simple punctuation being used accurately. In mathematics, they develop their understanding of the number system and their mathematical vocabulary. By the end of the key stage, pupils read a range of texts with fluency and understanding. They use capital letters and full stops appropriately in their writing, with simple words spelt correctly. They develop their ideas logically in a sequence of sentences. In mathematics, they are able to carry out written calculations accurately and most have a good knowledge and understanding of number facts. They have a good knowledge of shapes and measures.
- 4 Teacher assessments in science at the end of Key Stage 1 in 1999, indicate that the number of pupils attaining the national expectation (Level 2) was above the national average. The number of pupils achieving Level 3 was in line with the national average. On the evidence of the inspection, pupils make satisfactory progress throughout Key Stage 1 in science. They develop their knowledge and understanding of life processes, materials and physical processes. They are able to observe changes, make sensible predictions and describe their findings with an increasingly accurate scientific vocabulary. By the end of the key stage their knowledge of science is above average. However, their ability to use investigative and enquiry skills is less well developed although still in line with the national average.
- 5 Key Stage 2 pupils' achievement in English and mathematics in the 1999 end of key stage National Curriculum tests was very high in comparison with the national average and in comparison with schools with pupils from similar backgrounds.
- 6 On the evidence of the inspection, pupils make good progress, and attainment by the end of the key stage is high. Pupils throughout the key stage read independently from a range of texts and other material, effectively deploying their comprehension skills. They extend their range of writing, developing their knowledge and understanding of the rules of grammar and spelling. By the end of the key stage, many pupils are able to compose sustained, well organised pieces which generally demonstrate accurate sentence construction, punctuation and grammar. They are familiar with a wide range of literature and many have acquired skills of skimming and scanning when searching for information. In mathematics, they develop their understanding of the number system

and measures and make good progress in developing their mental strategies. By the end of the key stage, the majority of pupils have a good understanding of place value; can use the four basic operations well; have an awareness and knowledge of shapes and their properties; and a good appreciation of the number system and measures.

- 7 In the 1999 National Curriculum tests in science, the number of pupils achieving the national expectation (Level 4) was above the national average. However, the number achieving Level 5 was below the national average. Although the results were in line with national average overall, they were well below average in comparison with schools with pupils from similar backgrounds. On the evidence from the inspection, most pupils make satisfactory progress, although higher attaining pupils are not achieving as well as they might. Pupils make satisfactory progress in their acquisition of knowledge but their ability to carry out investigations with reasonable precision and accuracy is variable. They have a sound knowledge of plant parts, habitats, food chains and changes of state. They are given suitable opportunities to develop their science investigational skills through activities such as finding out which materials are good insulators, testing gravitational forces, and investigating changes in breathing and pulse rates during exercise and rest. However, their ability to interpret their results and say what they have found out is sometimes inhibited by lack of opportunities to construct graphs and draw their own conclusions from the patterns in their data. Where such opportunities are presented in a way which challenges their thinking, the pupils show that they are capable of high levels of independent and analytical thought.
- 8 Progress in information technology is unsatisfactory in both key stages. Attainment is below the national expectation at the end of each key stage. Pupils make limited use of computers to support their learning in other subjects and although the majority are competent in using the keyboard and the mouse to control programs, their skills in saving and printing their work are limited. The range of work planned does not cover all aspects of the programmes of study, particularly controlling and modelling.
- 9 Standards in art, design and technology, geography, history, physical education and music are satisfactory at the end of both key stages.
- 10 Speaking and listening skills are used effectively to enhance learning across the curriculum. Pupils listen carefully, follow instructions and are able to ask and answer questions as part of class or group discussions. Pupils are also able to make effective use of their reading and writing skills to support learning in subjects such as history, although there is little evidence of them using the library to develop research skills. Standards of numeracy are very good throughout the school and pupils make good use of their number skills in other curriculum areas, for example when measuring or collecting and presenting data in science. Skills of information technology are not used effectively to support learning across the curriculum.
- 11 Pupils with special educational needs are well supported and they make satisfactory progress in relation to the targets set in individual education plans, which in most cases are concerned with literacy. The school has also identified a group of talented and gifted pupils. They receive effective support in mathematics and make good progress in that subject. There is also some specialist English teaching provided at Key Stage 2, although the school has not yet identified similar support systems in other areas of the curriculum.

- 12 There is regular analysis of test results to ensure that standards of attainment are maintained and improved. The school has set clear targets for improvement. The high standards in English and mathematics as measured by National Curriculum tests have been maintained between 1996 and 1999. The results have been consistently very high in comparison with the national average. The work observed in lessons has improved since the previous inspection when it was reported as being in line with the national expectation. In the same period, standards in science have been well above the national average, although they have declined since 1997 whilst national results have improved.
- 13 The previous inspection report highlighted some concerns regarding underachievement by higher attaining pupils in English and mathematics. This area has been addressed. Setting pupils according to ability helps to ensure that work is matched to their needs. The school also provides support and materials to extend talented and gifted pupils in mathematics and English. However, on occasions work still lacks challenge for higher attaining pupils. This is particularly true in science, where an over reliance on very structured teaching and the use of worksheets limits the opportunities for pupils to develop the skills of investigation and enquiry.

Pupils' attitudes, values and personal development

- 14 The pupils' attitudes to school are positive and most pupils enjoy coming to school. They form positive relationships with their teachers and other children that enable them to take part in lessons profitably and make good progress with their learning. Pupils in a Year 5 class worked very well together in a science investigation of gravity and Year 1 pupils co-operated very well with their partners in a dance lesson. Pupils take part in most lessons with enthusiasm and show good levels of interest, often extending their learning by personal research carried out at home. There is a good level of participation in extra curricular activities such as Scrabble, chess and science clubs, before and after school and at lunchtimes, which complements pupils' learning in lessons. Other school activities such as membership of the house system, educational visits and celebrations of Jewish festivals all have a beneficial influence on the personal development of pupils.
- 15 Most pupils arrive at school regularly and punctually. There is no unauthorised absence, but considerable numbers of parents choose to take their children on holiday during term time which inevitably leads to an interruption in the pace of their learning. Levels of attendance overall are satisfactory and broadly in line with the national average.
- 16 Behaviour is generally good throughout the school and makes a significant contribution to the progress made in most lessons. Most pupils know what is expected of them and understand the consequences of bad behaviour. However there were some instances observed during the inspection when the behaviour of a minority of pupils in Key Stage 2 caused disruption to lessons and had a detrimental effect on the learning of other pupils. Exclusions from school are rare and there was only one exclusion in the last school year.

- 17 The personal development of pupils is central to the ethos of the school and is mainly monitored through the Kodesh teaching. The pupils are taught respect and concern for the feelings and welfare of others and are strongly encouraged to show this through their actions in their daily lives. The secular teaching reinforces this message in lessons by valuing the pupils and by promoting self-esteem and positive personal values. Pupils are courteous and polite to visitors and treat them with respect. The pupils in Year 2 behaved particularly well during a lesson given by the school nurse. The Jewish ethos of the school does not emphasise the belief systems of other faiths and cultures and so pupils' understanding of beliefs and values of those outside the Jewish community is not well developed.
- 18 When pupils are given opportunities to carry responsibility they are trustworthy and show initiative. Pupils in Year 1 act as table monitors efficiently and with pride. Some older pupils take responsibility for organising the school stationery shop efficiently and with maturity. School monitors, house captains and head boy and girl take their responsibilities and positions very seriously and give a good example to other pupils. In lessons most pupils are willing to help each other and their teachers by carrying out tasks as instructed such as delivering registers or giving out books. They are less good at showing initiative and many depend heavily on their teachers for guidance in quite trivial matters such as whether to use a ruler. They are not good at organising their work independently due to the tightly structured approach followed by most teachers and a minority cannot work productively without supervision.
- 19 In most aspects of school life the pupils' attitudes and behaviour enable them to make satisfactory progress in their learning and in their personal development.

HOW WELL ARE PUPILS TAUGHT?

- 20 The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 95% of the teaching observed was satisfactory or better and 14% was very good or better. One lesson was excellent. Whilst 5% of lessons were unsatisfactory, none was poor.
- 21 The quality of teaching has improved since the last inspection when only 2% of teaching was reported to be very good and 8% of teaching was less than satisfactory.
- 22 Teaching of the under fives is satisfactory overall. It was satisfactory or better in 91% of the lessons observed. It was good in 32% of lessons. However, in 9% of the lessons observed teaching was unsatisfactory.
- 23 In the teaching of the children under five, the main strengths are the very good relationships between adults and children. The staff have appropriately high expectations of the children, both in achievement and social skills, and the children are respected and valued. Support staff work closely with the teachers and make a very positive contribution to children's learning.
- 24 In Key Stages 1 and 2 teaching is good overall. In Key Stage 1, teaching was good in 67% of the lessons observed and satisfactory in the remainder. In Key Stage 2, teaching was satisfactory or better in 95% of the lessons observed, it was good or better in 56%, very good or better in 22% and excellent in 2%. Teaching was unsatisfactory in 5% of the lessons observed.

- 25 In Key Stages 1 and 2, relationships are usually very positive and most pupils respond well to teachers' expectations of good behaviour. Teachers have good subject knowledge. They make good use of questioning to develop and assess pupils' understanding and they give clear explanations. They effectively build on pupils' earlier learning and use the opportunities of whole class sessions to review and assess pupils' understanding of previous work. Teachers help pupils make relevant links between the various subjects of the curriculum and to use their experiences in one area to support new learning elsewhere. Good examples of this were observed in mathematics lessons when teachers used the opportunity to develop pupils' knowledge and understanding of language and in an art lesson when skills of measuring and calculation were used effectively to improve the layout of work. On the occasions where teaching is less than good, it is due to less effective classroom management. This results in lessons lacking pace, with pupils becoming restless with adverse effect on the progress made. Work is not always well matched to pupils' needs and abilities. In some classes everybody is expected to complete similar tasks with additional work sometimes set for higher attaining pupils when they have completed the first task. Although pupils with special educational needs are given additional support, the work they are provided with is not always sufficiently specific.
- 26 Teaching in English and mathematics is especially effective. Teachers generally have high expectations and provide work which is well matched to pupils' needs and abilities. Pupils respond well and make good progress. In some lessons, however, this is less effective and work does not always provide sufficient challenge for the higher attainers. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written comments is not always used effectively to ensure that pupils are aware of areas which need to be improved or to set clear targets for improvement.
- 27 Teachers make positive efforts to ensure that appropriate support is provided for pupils who have special educational needs. Any problems are identified quickly and individual education plans are established which enable pupils to achieve as much as possible. The specialist support teaching, provided when groups are withdrawn from lessons, is good. Those pupils identified as talented and gifted are provided with appropriate work in mathematics and make good progress.
- 28 Homework is used effectively to support learning. From the time they start in the reception class, pupils are expected to read at home. The amount of homework given to pupils is increased as pupils progress through the school. This takes a variety of forms including reading activities, mathematics and following up classwork to support learning across the curriculum.

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

- 29 The school provides a broad range of worthwhile opportunities which meet the interests, aptitudes and particular needs of pupils, including those who have special educational needs and those who have been identified as gifted and talented. The curriculum provided for children under the age of five is satisfactory. It covers the appropriate areas of learning and makes satisfactory provision for their personal and social development. However, although planning covers the six areas of learning, it shows a lack of understanding of desirable learning outcomes. Short term planning is in many instances very brief with unclear learning objectives and few specific criteria against which progress can be assessed. At Key Stages 1 and 2 all pupils receive a broad and satisfactorily balanced curriculum which meets the National Curriculum requirements in the core subjects of English, mathematics and science and also in the foundation subjects. It does not meet the requirements in information and communication technology in the recommended areas of controlling, modelling and monitoring.
- 30 Pupils are taught each subject of the National Curriculum. There has been some improvement since the last inspection in that there has been a reduction in the time spent on religious education to enable more time for the National Curriculum to be implemented. However, there is still a large amount of time devoted to Kodesh which means that apart from English and mathematics, which receive an appropriate amount of curriculum time, less time is available for the study of other curriculum areas.
- 31 Useful policies are in place for all areas of the curriculum. The school has yet to develop clear schemes of work for many areas. These include information technology, science, music, physical education, history and geography. Completion of these is required in order to assist teachers in their planning and thereby enable pupils to gain knowledge and skills in an appropriately progressive manner.
- 32 English, mathematics and science are given high priority. There are effective strategies for teaching Literacy and Numeracy. The school has successfully implemented the National Literacy and Numeracy strategies both of which are having a beneficial effect on standards of attainment and progress. At Key Stage 2 there is also setting of groups of pupils by ability in literacy and numeracy. This is clearly having a positive impact on the standards achieved. Some subjects are taught separately whilst others are based on National Curriculum themes and are effectively integrated into a topic, for example, in history the unit on the Romans and also World War Two.
- 33 There is long term planning from which medium term and weekly plans are derived. Teachers plan their work in year groups and also across key stages. All teachers planning files have been monitored by the co-ordinator for the curriculum, and teachers have been given good written advice on how to improve their planning to ensure that, as pupils move between classes and key stages, the curriculum systematically builds on previous experiences. This has been a good initiative. However, the recommendations are not yet being applied consistently enough by all teachers nor in line with the school's effective teaching and learning policy. The planning often lacks appropriate detail and this makes it difficult to identify the next steps in learning.

- 34 There is good enrichment through a well planned range of out of school activities where staff provide opportunities for pupils to participate in musical, sporting, cultural and other challenging yet pleasurable pastimes, for example, the clubs for French, scrabble and chess.
- 35 At times when pupils are withdrawn from their classes for music, special educational needs provision, and other reasons, they miss important work in their classrooms and have limited access to their full curriculum entitlement.
- 36 Health education is incorporated into the curriculum. Arrangements for sex education for the older pupils follow the agreed governor statement. The area of drug misuse is introduced sensibly and sensitively.
- 37 The school makes good provision for pupils' spiritual, moral, social and cultural development overall. This reflects the views of most of the parents who feel that the school's values and attitudes have a positive effect on their children. The school sustains the positive standards of provision in spiritual, moral, and social development highlighted in the previous inspection report. The previous report stated that provision for cultural development was not clearly developed and this is still the case.
- 38 Provision for spiritual development is very good. The school's aims permeate much of what happens during the day. Spiritual development is strongly and firmly based on the Jewish nature of the school and the Jewish religion and its ceremonies. This provision influences all that happens in school. There are good opportunities within the secular curriculum for pupils to develop and express their empathy for other people. For example pupils wrote movingly of their horrors of war and their sympathy for evacuees. In science pupils were totally fascinated by the discovery that they could feel their pulse and how it felt. In class assemblies there are opportunities for pupils to learn respect for others who may look different and to learn that everyone is the same on the inside. Pupils visit art galleries, expressing their feelings about famous paintings. They listen to classical music such as the Carnival of the Animals when they had the opportunity to express their response and describe how they imagined what was happening. There is provision for discussion of personal values in the Kodesh and secular lessons. Davenning instils a sense of worship.
- 39 Provision for moral development is very good. The Torah is applied to modern life. Pupils are taught right from wrong and this is evident in all aspects of school life. Concern for the environment is reflected through the tradition of the New Year of the Trees. In assemblies the value of hard work in different fields of achievement are acknowledged and celebrated as pupils are recognised and rewarded. Opportunities to learn about moral responsibility in the wider world are encouraged by fund raising for a number of charities annually.

- 40 The quality of provision for social development is good. There is a very strong sense of community which was very clear in a whole school assembly. Special family events were highlighted and pupils wished “Mazel Tov”. This reflected the good relationships within the school and the school's knowledge of its pupils. Older pupils are given responsibilities for younger pupils at lunchtime and all pupils vote for house captains. All pupils in Year 6 have an area of responsibility which they carry out conscientiously. There is a wide range of extra-curricular activities for pupils in Key Stage 2 which encourages their social development. Through the extra-curricular activities, pupils are encouraged to compete in other events such as chess competitions in addition to sporting activities. The annual visit to Israel for pupils in Year 6 provides good opportunities for them to mix socially out of their normal environment.
- 41 The quality of cultural development is satisfactory overall. Pupils are given opportunities to develop their knowledge of their own Jewish culture and of British secular culture. This happens mainly through the National Curriculum in history when, for example, pupils learn about Guy Fawkes and about the reformation. When learning about the Tudor period of history pupils learn the difference between Catholics and Protestants in a historically, factual way. Pupils visit museums and the Halle orchestra school performances, and theatre groups visit the school. There are library books which are broadly cultural in that they explain geographical and historical facts about other countries. As this is a Jewish school it is disappplied from the locally agreed syllabus for religious education, and opportunities to learn about other cultures and religions are limited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 42 The school cares for its pupils well. Staff create a predictable, stable environment in which pupils feel valued, and they use their good knowledge of individuals and their family circumstances to provide them with appropriate support.
- 43 There are good arrangements for the supervision of pupils throughout the day, and staff show genuine concern for those who are injured or feel unwell. Almost all staff have received training in first aid, and there are good systems in place to ensure that everyone who needs to, knows about individuals' particular medical needs and what action to take if necessary. The procedures for ensuring good discipline and eliminating bullying are clearly set out and generally effective, although one or two teachers do not always apply them consistently and this leads to occasional unrest in classrooms. Close liaison between pupils' Kodesh and secular teachers ensures that both know if an individual is causing concern, or performing particularly well, and can, therefore, provide consistent levels of support, encouragement and praise. Senior staff closely monitor those few pupils who find it hard to behave well, and teachers help both those pupils and their classmates to cope with the difficulties this can cause.
- 44 Staff generally show a good awareness of health and safety ensuring, for instance, that pupils move around the building sensibly and girls tie their hair back for physical education lessons. The headteacher and caretaker regularly check the building for any hazards. Governors have recently started to carry out risk assessments, as required by law, but the information from these is not yet guiding the school's day to day practice. The school's policy for ensuring child protection clearly identifies appropriate roles, responsibilities and procedures, and these are carried out in practice. However, the policy gives staff no guidance on what symptoms might indicate there is a problem, nor on how to deal with this delicate and sensitive topic.

- 45 Since the last inspection, the school has continued to develop its systems for assessing and recording pupils' attainment and progress in mathematics and English. For instance, it has improved provision by including optional tests in the years where statutory testing does not take place. The headteacher and deputy headteacher analyse carefully the results achieved in tests and use this to monitor pupils' progress. The information assists teachers in grouping Key Stage 2 pupils by ability so that work can be planned which is well matched to their needs. It also enables the school to track the progress and improvement of groups of pupils through the school and to provide additional support where it is needed. However, similar principles are not applied to other core and foundation subjects across the curriculum and there is no coherent system of assessment to support teachers in monitoring pupils' performance. Day to day assessment in most lessons is sound, overall. Teachers often make good use of question and answer sessions at the beginning and end of lessons to assess what has been learned.
- 46 Teachers use effectively the information gleaned from their monitoring of pupils' performance in English and mathematics in order to provide them with appropriate support in these subjects. Their monitoring of pupils' personal development and their progress in other areas of the curriculum is, essentially, informal with the result that, although teachers know their pupils well, support is not always targeted precisely to tackle individuals' specific areas of weakness or extend them in their areas of strength. The school does identify and provide for its talented and gifted pupils.
- 47 Staff are sensitive to the needs of pupils with special educational needs. There are effective and consistent procedures in place for identifying such pupils. The school maintains a register of special needs and Individual Education Plans (IEPs) are drawn up. Pupils are provided with additional support either in class or in small withdrawal groups which helps them to meet the targets in their IEPs. There are adequate procedures in place for monitoring their progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 48 The school and parents work together in close partnership in the best interests of its pupils.
- 49 Most parents have very high expectations of the quality of education that should be provided for their children and the standards of work that they should achieve, and many are prepared to make positive and personal contributions in order to help pupils successfully reach their desired goals. Parents' interest and involvement in their children's learning is one of the strengths of the school.
- 50 Parents are generally supportive of the school and consider that it is improving. Although there is an unusually high percentage of negative responses to the questionnaire, fewer parents than at the time of the previous inspection have registered dissatisfaction with what the school provides, and the percentage of those who are strongly supportive of its efforts has greatly increased. Parents place a high premium on education and this leads them only to be satisfied with the very best. They regularly help their children practise their reading and ensure that they complete their homework, even when this requires some explanation of how tasks should be done. A good number of parents help in school, and support for the activities of B'Yachad, the school's parents' organisation, is strong and provides much needed funding to augment the school's own resources. Parents operate an effective morning rota in order to ease traffic congestion outside school and oversee the safe arrival of pupils down the ramp and into the playground. Attendance at school productions and

evenings to discuss pupils' progress is very high. Parents respond well if they are invited to discuss any concerns that staff may raise about a pupil and they are wholly in sympathy with the school's values. This means that pupils are supported within a predictable environment where they see adults working together in order to help them and can, therefore, concentrate on their learning.

- 51 The quality of information provided for parents by the school is satisfactory. The information provided about events and the school's expectations is good, and parents generally find staff approachable and forthcoming with information or advice. Homework diaries are used as effective means of two-way communication. However, neither the prospectus nor the governors' annual report includes all the required information, nor does the school provide information for parents about what their children will be studying in the coming term. Although nursery staff give parents written guidance on how to help their children learn to read, there is little close liaison on an individual basis, as is now common in many schools, before children enter the nursery. Pupils' written reports are bland, with teachers generally referring to their attitudes to work and certain elements of the subject that pupils have recently studied. Other than in English and mathematics, teachers do not identify pupils' achievement, how well they are progressing and what they need to do in order to improve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 52 The overall quality of the school's leadership and management is good. The headteacher provides effective leadership which gives a clear educational direction for the school. Collectively, the headteacher, staff and governors contribute effectively to the quality of education provided and to the standards achieved by the pupils. They have established a positive ethos for the school. The school has a clear set of aims which reflect the values of the local Jewish community. These are clearly expressed and understood and are reflected in all aspects of the school's work. There are appropriate expectations of the pupils in terms of their personal and academic development. The school provides pupils with security, order and the opportunity to succeed. The school places a clear emphasis on English and mathematics along with Jewish studies. The standards of attainment in English and mathematics lessons has improved since the previous inspection.
- 53 The governors are kept well informed about developments in school and many of them are regular visitors. They provide effective support for the school and are developing their management role. They monitor standards of attainment, and individual governors have responsibility for areas such as special educational needs, literacy and numeracy. They have established committees to oversee and meet the requirements of their statutory responsibilities. However, the school is not fully meeting the statutory requirements relating to information for parents in the Governors' Annual Report and the school prospectus. Governors have high expectations of the headteacher's performance and measure his success against the standards of attainment achieved by pupils.

- 54 A new policy of monitoring and evaluation has introduced very clear systems for the monitoring of planning, teaching and learning by the headteacher and the deputy head. Although the new system is still at an early stage of implementation, staff have been provided with clear feedback on the quality of their planning and teaching. The quality of teaching has improved since the previous inspection. Effective systems are in place for the appraisal and professional development of staff. Priorities for training are becoming more closely linked to the school development plan. For instance, the current emphasis is on strengthening the role of subject co-ordinators. The introduction of the National Numeracy Strategy has been another recent priority and this has involved whole school training and the opportunity for staff to visit other schools in order to observe numeracy lessons. Newly qualified teachers receive appropriate guidance and training through the local authority, and are well supported by a teacher mentor and other colleagues within the school.
- 55 The role of the curriculum co-ordinators has been enhanced and developed to involve them in the monitoring process for their own subject areas. This has been particularly effective in English and mathematics, and the quality of teaching and standards of attainment have been improved. The implementation of the National Strategies for Literacy and Numeracy has provided a useful and effective framework for curriculum planning. Plans are in place to enable all co-ordinators to complete an audit of their subject. When completed, these will help to identify the priorities to be addressed in the school development plan. However, much of this work is still at an early stage of development. Many subjects do not have schemes of work which provide a clear framework to support teachers' planning. This is an aspect of the co-ordinators' role which is still under-developed and affects the quality of provision.
- 56 The provision for pupils with special educational needs is managed effectively. The school fulfils the requirements of the Code of Practice in having a Special Needs Register, consulting parents, and holding annual, and often termly, reviews. The school has very effective strategies in place to promote skills of literacy and numeracy. The co-ordinators provide sound leadership.
- 57 The headteacher and governors work hard to ensure that there are sufficient, well qualified and experienced teachers and support staff to meet the needs of its pupils. A priority for the governors has been the maintenance of relatively low class sizes to facilitate teaching and to provide support staff in classes where talented and gifted pupils or those with special educational needs are identified. In relation to the number of pupils on role, staffing levels have been improved since the last inspection. The caretaker, cleaners, school meals and supervisory staff help to provide a clean, safe and healthy environment for pupils and make a valuable contribution to their well-being. Teaching and support staff are well deployed and work closely together with the common goal of raising standards.
- 58 Overall, development planning is satisfactory. The headteacher and governors have a clear view of the school's needs and priorities. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities. It is linked to the school budget, has criteria for success and is reviewed regularly to evaluate progress. However, the development plan identifies priorities for the coming year only and this restricts opportunities to link long term financial planning more closely to the school's future needs. A new system of monitoring and evaluation has been established. Annual reviews of their curriculum areas by the co-ordinators will provide the basis for prioritising the school needs.

- 59 Governors have a good knowledge of spending priorities and have formulated plans to ensure the school's status and financial stability for the future. For instance, they have acted quickly to reduce a substantial overspend incurred by moving onto a single site. They meet on a regular basis to discuss financial issues, review monthly returns and report back to the main governing body. Governors are kept well informed about the budget. However, as reported in the previous inspection, there is still no system for assessing the long-term spending needs of the school and evaluating the success or otherwise of spending decisions in relation to the quality of teaching, learning and resources which it provides.
- 60 Since the last inspection, the school has taken steps to reduce the amount of teaching time which is lost when pupils transfer from Hebrew studies to secular lessons. The reorganisation of the timetable has been partly successful and there has been some improvement. However, there is still some time lost due to the late start made in some lessons, particularly at the beginning of the day following Davening.
- 61 The fabric of the building has been well maintained since the last inspection. The accommodation is spacious and conducive to learning and all areas of the school are in regular use. There is no school playing field but the school makes sure that pupils have adequate access to athletics and team games by using a local sports ground. There is a school library which is in regular use but does not provide enough opportunities for pupils to develop independent research skills. There is a satisfactory supply of non-fiction books both in the library and in classrooms, but there are insufficient fiction books. The quality and range of resources is good in design technology and sound in all other subjects except information technology, where there is too small a range of software to meet the demands of the National Curriculum, and in music, where there are too few tuned instruments.
- 62 Day to day administration proceeds with calm efficiency and purpose. There are good ordering arrangements and systems for routine expenditure. Co-ordinators are given responsibility for auditing and requesting resources for their subjects and are expected to seek best value in so doing. School fund and parental contributions are administered appropriately. The most recent audit was favourable and all its recommendations have been addressed. Administrative and clerical staff work well together, enabling the school to function effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 63 In order to build on the progress already achieved and raise the standards of work and the quality of education the headteacher, governors and staff should:
- improve attainment and progress in information technology throughout the school and science at Key Stage 2 by developing teachers' skills and confidence; developing a clear scheme of work; providing the necessary resources; and providing more opportunities to use information technology to support learning across the curriculum; (paragraphs 7, 8, 29, 122, 140, 142 – 146)
 - develop a curriculum plan for pupils under five which is clearly linked to the appropriate area of learning and develop a whole school plan and schemes of work for all subjects of the National Curriculum to support teachers' planning and provide for continuity and progression in the development of skills; (paragraphs 31, 33, 67, 68, 116, 117, 122, 134, 141, 152, 158)

- develop effective assessment procedures which will enable teachers to record pupils' attainment; monitor progress; inform planning and accurately match work to pupils' needs; (paragraphs 45, 46, 134)
- ensure that the school development plan relates to a longer time scale and is linked with longer term strategic planning of finance. (paragraphs 58, 59)

- 64 In addition to the key issues above, the following less important weaknesses should be considered in the action plan. These are indicated in paragraphs 13, 17, 41, 51 and 53.
- Provide additional information for parents about what pupils are going to learn and the progress they make.
 - Ensure that information in the School Prospectus and in the Governors' Annual Report to Parents meets the statutory requirements.
 - Provide more opportunities for the development of independent learning skills, especially research and investigational skills.
 - Provide more opportunities to develop pupils' awareness of other cultures.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	96
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1%	12.5%	38.5%	42.7%	5.2%	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28	272
Number of full-time pupils eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	42

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.2

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	26	21	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	25	26
	Girls	21	21	21
	Total	45	46	47
Percentage of pupils at NC level 2 or above	School	96	98	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	24
	Girls	21	21	21
	Total	45	47	45
Percentage of pupils at NC level 2 or above	School	96	100	96
	National	82	86	87

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	21	28	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	20
	Girls	24	26	23
	Total	44	46	43
Percentage of pupils at NC level 4 or above	School	90	94	88
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	20
	Girls	23	24	24
	Total	43	43	44
Percentage of pupils at NC level 4 or above	School	88	88	90
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	272
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	20.9
Average class size	24.7

Education support staff: YR– Y6

Total number of education support staff	3
Total aggregate hours worked per week	62.75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28

Total number of education support staff	2
Total aggregate hours worked per week	60

Number of pupils per FTE adult	7
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	503,810
Total expenditure	539,546
Expenditure per pupil	1,691
Balance brought forward from previous year	-54,183
Balance carried forward to next year	-89,919

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	49	4	0	1
My child is making good progress in school.	33	55	8	0	4
Behaviour in the school is good.	39	51	4	1	4
My child gets the right amount of work to do at home.	29	28	29	9	5
The teaching is good.	29	47	9	5	9
I am kept well informed about how my child is getting on.	22	45	22	8	3
I would feel comfortable about approaching the school with questions or a problem.	45	39	12	1	3
The school expects my child to work hard and achieve his or her best.	43	42	9	1	4
The school works closely with parents.	21	41	24	9	5
The school is well led and managed.	36	38	14	5	7
The school is helping my child become mature and responsible.	33	49	9	3	7
The school provides an interesting range of activities outside lessons.	43	26	12	8	11

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

- 65 Pupils are admitted full-time to the nursery in the September prior to their fourth birthday. Pupils transfer into the reception class in the September of the year in which they reach five years of age. At the time of the inspection there were twenty eight pupils on roll in the nursery and forty eight in the reception classes, thirty six of whom were under five. On entry, levels of attainment for most pupils are above the expectations for their age.
- 66 The previous inspection reported that standards of attainment by the time children were five were satisfactory and that they made sound progress in the nursery and reception classes. These standards have been maintained. Children make satisfactory progress overall and by five most children achieve the desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development.
- 67 The educational provision for children under five is satisfactory. Children are provided with a range of activities which help them to acquire appropriate skills and understanding. The nursery and reception classrooms have a suitable range of resources. The co-ordination of the early years is in its very early stages. There is regular communication between the nursery and reception because the co-ordinator visits the nursery each week to get to know the children. Meetings between nursery, reception and kindergarten staff occur termly. This is insufficient to plan and develop a cohesive and well led unit or to sustain systematic, well planned progression in all aspects and areas of development.
- 68 Teaching of the under fives is satisfactory overall. It was satisfactory or better in 91% of the lessons observed, and good in 32%. However, in 9% of the lessons observed, it was unsatisfactory. The main strengths are the good relationships between adults and children who are respected and valued. However, although planning covers the six areas of learning, it shows a lack of understanding of desirable learning outcomes. Short term planning is in many instances very brief with unclear learning objectives and few specific criteria against which progress can be assessed.
- 69 Teachers and classroom support staff work together as a very effective team. The expertise and experience of the nursery nurses in the nursery and reception classes is recognised and used well. They make a very significant contribution to children's learning.
- 70 The children in the nursery make good progress in personal and social development. They respond well to the opportunities they are given and enjoy learning. The children settle quickly into the nursery and are happy, secure and developing confidence. Children approach their work and play with enthusiasm and show good powers of concentration and perseverance. They are secure and at ease with adults and with one another. Their behaviour is good and they are gaining in confidence and self esteem.

- 71 In the Nursery, the children have some choice of activities after following directed activities and work independently within the chosen ones. However, the lack of constructive and imaginative planning and intervention for free choice activities, both indoors and outdoors, to expand children's responses, reduces opportunities for children to develop a range of feelings and responses. Children in the Nursery learn good codes of behaviour such as tidying up after lessons, sharing, independence in dressing and undressing for physical education and outdoor play. These standards are generally reinforced in the reception classes. However, there is a significant minority of children in one of the reception classes who misbehave, ignoring requests to co-operate. Their behaviour is insufficiently challenged and targeted and activities are not always matched appropriately to their needs. When activities match children's needs, and when the pace of the lesson challenges them, their interest is captivated and they behave much better.
- 72 By the time they are five most children are likely to achieve what is expected for their age in language and literacy. All children, including those with special educational needs, make good progress in speaking and listening and satisfactory progress in the early stages of reading and writing.
- 73 Teaching of language and literacy is satisfactory overall. However, in both nursery and reception there are a good number of missed opportunities overall to develop children's language and literacy further. The timetabling of literacy lessons in the reception classes leads to lessons which at times lack cohesion and continuity.
- 74 Children in the nursery know how books work and that print carries meaning. When staff read stories to them, they listen avidly. When staff use the very large books the children join in reading them as they get to know the stories and as staff point to the words. At the end, the children talk about the stories, offer perceptive comments to the teacher and ask questions such as 'What is a wizard?' showing their interest and enthusiasm. However, there are missed opportunities for pupils to discuss the stories more fully in order to extend their literacy. Children take books home regularly but none were observed choosing books to look at within free choice activities or at other times. In the nursery, children learn to recognise the shape and sound of the letters of the alphabet and to form them.
- 75 Reception children know most letter sounds and are beginning to read familiar words. However, above average children do not always know the corresponding names of the letters and children in both groups sometimes need prompting to use their knowledge of initial letters and sounds to work out unknown words. Children in the middle and lower attaining groups use pictures well to aid their understanding of stories and reading of the print. Both groups have a small vocabulary of frequently used words that they read on sight but the above average group has a well developed vocabulary. Above average attainers also recognise and understand the use of simple punctuation such as question marks and exclamation marks. Reading books are taken home frequently and read very regularly at home and at school. However, in a good number of instances books are not well matched to children's needs and level of attainment. Children become discouraged and frustrated because the books they have chosen have too many words they do not know and consequently are too difficult.

- 76 Children in the nursery are introduced to the formation of letters and are encouraged to write their own name. In the reception classes, the children work on improving their writing. They make progress in forming letters correctly but spacing between words is often unclear. Above average attaining children make good attempts at writing independently and their letter formation is mostly correct, although lower attainers have more difficulties with the formation of letters. In both nursery and reception classes, there are missed opportunities to provide situations where children could learn to understand that writing has a purpose, and no evidence was seen of children using writing or mark making as part of their role play activities.
- 77 All children in the nursery and reception classes make good progress in speaking and listening. They speak clearly and their language and vocabulary is mature for their age. They are articulate and confident when speaking to adults. Most listen well and follow instructions correctly. In talking to each other they take turns, and when working in groups, they interact and negotiate with others. In the reception classes the good progress in speaking and listening was illustrated by the skill with which children spoke and sang in front of a very large audience in class assembly.
- 78 Children make satisfactory progress in their mathematical development. By the time they are five years old, the majority reach the level of attainment that is expected for their age.
- 79 In the nursery they learn to use the appropriate mathematical vocabulary, as illustrated when children say that they have 'found something to measure the walls with.' Language is further developed when they bake and weigh ingredients. Children know the names of the days of the week and, with help, can give the date. The majority of children know their colours and a good number match shapes correctly. They recognise simple 2D shapes such as a circle, square and triangle. A number of children count to ten but a few need support in this because their fingers do not match the objects accurately when counting. However, they have an understanding of one-to-one correspondence when building houses and say that they are building three houses, 'Because there are three pigs.'
- 80 In the reception class, they further develop these skills. Children learn to recognise and write numbers. Two thirds of children can count on to twenty and a third to thirty. They are able to use language to describe the position of objects and their size and quantity. They can identify simple shapes and create patterns. Higher attaining children do simple addition sums to ten.
- 81 The teaching of mathematics is satisfactory overall. There is a good range of appropriate activities in both the nursery and reception class. For example, good questioning by adults and the imaginative use of games led to children eagerly gaining sound knowledge of coins and their values up to ten pence. Work in the reception class is based on the National Numeracy Strategy. However, planning is sometimes confused and lacks clear learning objectives. In both the nursery and reception classes, there is scope to further develop children's knowledge and language of mathematics within group activities, such as in sand and water play.

- 82 The children make satisfactory progress in knowledge and understanding of the world and most attain standards in line with expectations for this area of learning. In the nursery, a wide range of activities is provided and children are encouraged to talk about events in their lives and the environment. They recall their experiences through a range of role play situations. Floor play equipment such as railways and roadways is used to enable pupils to develop their language use and to make connections with their own surroundings. Children have opportunities for a wide range of early scientific experiences using materials such as sand and water but would benefit from more intervention by their teachers in order to develop an appropriate vocabulary and early scientific concepts and understanding. Children are able to use the skills of cutting, joining and building, using a range of materials. They have access to construction sets which they use with skill to build models. The children work on the computer on a one-to-one basis with close supervision. The children can use the mouse and keyboard to control a program.
- 83 In the reception classes, children learning about the countryside can name and know about farm animals and other features such as a thatched cottage. They have some difficulty contrasting the countryside with town life and suggesting features they would not see in town.
- 84 Teaching of knowledge and understanding of the world is satisfactory overall. However, the cross curricular lessons in reception are not very effective because they are not well planned or focused to make sure children progress in knowledge and understanding of the world.
- 85 In physical development children make good progress. Most achieve the desirable learning outcomes in this area of learning by the time they are five. In both the nursery and reception classroom the children move confidently, making sure they move around each other and furniture carefully. They handle tools such as scissors, pencils and brushes with increasing control and accuracy. Older children manage buttons and zips when putting on and taking off their coats. In outdoor play, nursery children make energetic and confident use of the climbing apparatus and wheeled toys. They have awareness of space and are developing physical control. They learn to climb and balance. They show appropriate control and use of space when riding wheeled toys. They pedal, steer and manoeuvre well.
- 86 In physical education lessons in the hall, nursery children make very good use of space although this is less evident in reception physical education lessons. Nursery children make good progress in learning body control. The large play apparatus outside is an excellent resource for developing coordination and control and an awareness of others in a large space but this is insufficiently used during the day to maximise its potential. Children in the reception classes do not have access to large outdoor equipment.
- 87 The teaching of physical development is satisfactory in both nursery and reception. Staff provide opportunities for children to develop physical skills and show the children how to use equipment safely, for example how to hold the scissors correctly when cutting. They make children aware of the need for safety when climbing, balancing and jumping from the apparatus. Staff set appropriate challenges and provide lots of encouragement to develop children's confidence and skills.

- 88 By the time they are five, children achieve the nationally expected level of attainment in creative development. In the nursery and reception classes the children explore colour and texture when painting pictures of themselves and their friends and when doing collage work. In the nursery, children use their imagination when playing outside on the large apparatus; on the large construction equipment and in the role play area. These opportunities are maximised when nursery staff intervene to promote further the children's language and imagination. For example a nursery assistant intervened in the building of houses by giving the children hard hats to wear so that they could pretend to be real builders on site. During outside play an assistant suggested they form a 'train' of vehicles and on another occasion discussed the traffic lights with them and what real drivers do. In the reception class, good intervention in the 'café' in the role play promotes children's language and imagination when the teacher complains the food is taking a long time to come and asks what can be done about it. The children enjoy and respond well to singing and music lessons. By the time they are five they know a number of songs and rhymes and sing with enthusiasm. Although the nursery children do not join in singing on every occasion, they obviously enjoy listening and responding to sounds. They respond well to music and movement on tape and, with help from the nursery staff, gain experience in expressing these responses.
- 89 The quality of teaching is satisfactory, with many opportunities provided where children can develop their creative thinking and skills. The staff encourage the children to talk about their work and express feelings. However, in both nursery and reception classes more could be done to extend children's creative thinking and imagination by well planned intervention, more challenging scenarios within role play and a broader, more imaginative approach in art and creative work to allow the children to express their feelings.

ENGLISH

- 90 The results of the 1999 National Curriculum tests for eleven year olds were very high in comparison with the national average. The results of the 1999 National Curriculum tests for seven year olds show that in reading and writing standards were very high in comparison with the national average and were well above average in comparison with similar schools. Inspection findings reflect these results.
- 91 At the end of Key Stage 1, speaking and listening skills are well above average and by the end of Key Stage 2 are very high. The majority of younger pupils in Key Stage 1 listen very attentively and respond appropriately to teachers' questions. When sharing information, they speak with increasing confidence and clarity and listen well to each other's views. They are confident in speaking to their teacher and to other adults. They ask relevant questions and show understanding of the newly introduced vocabulary used by the teacher. Pupils in the younger Key Stage 2 classes are growing in confidence. All, including those with special educational needs, readily contribute ideas to whole class and group discussion. Conversational skills are well developed. By the end of the key stage, when talking about their work, the majority give well thought out and sustained accounts of events, experiences and activities. The pupils use interesting and relevant vocabulary which engages the interest of the listener. They are responsive to each other's views and convey their ideas thoughtfully.

- 92 By the end of Key Stage 1 the majority of pupils achieve standards in reading that are well above the national average. They are enthusiastic about reading and are beginning to read fluently and accurately. Reading is given a high profile and the structured reading that takes place during the literacy hour, together with the regular opportunities to read individually to their teacher and other adults, are clearly having a positive effect on standards of reading. Most pupils are beginning to use dictionaries well to assist them in their school work. By the end of Key Stage 2 most pupils are attaining exceptionally high standards for their age. They are encouraged to read challenging and demanding texts and demonstrate that they are knowledgeable about the work of a good range of authors. They enjoy reading for pleasure and are able to discuss their preferences. Pupils have good knowledge of the systems in use in the library and, when asked to, can access information. The school is aware that use of the library is in need of review. It is often used for other purposes and this meant that during the inspection week it was rarely observed being used for independent research. Recently the school has invested in some new books. There are still many being used that are worn and need replacing. The school would benefit from a wider range of both fiction and non fiction, including books that reflect other cultures.
- 93 Attainment in writing at the end of Key Stage 1 is very good and it is well above average by the end of Key Stage 2. Pupils write well for a good range of purposes and audiences. The younger pupils write rapidly about what they predict will happen next in the story they have been listening to. The majority write without assistance. The pupils with higher attainment use capital letters, full stops, commas and inverted commas appropriately. The letters they write to their parents are well presented. By the end of the key stage the majority write their stories, poems and letters with good attention to detail. Their work is well planned, imaginative and interesting. Handwriting is good; letters are accurately formed and consistent in size. The pupils have not yet started to join their letters and are still completing their work in pencil. Most pupils take care with spelling and work is usually carefully presented. By the end of Key Stage 2, pupils plan, draft their work and confidently discuss their own writing which includes poetry, stories, accounts, book commentaries and letters. They effectively use grammatically complex sentences. In the Year 4 class this was evident in the book reviews of "Flow". The expressive language used in the weather poems in Year 3 and in the character studies in Year 5 is impressive. Pupils use their writing skills well in other areas of the curriculum, for example, in Year 3 in their science work on forces and in Year 4 where work is linked to their Hebrew studies in their reports on the burning city. Pupils in Year 4 have written at greater length in their detailed newspaper reports and pupils in Year 6 in their work about World War Two and in their writing about the seven blessings of the Menorah. The teaching of handwriting skills has been improved since the last inspection and this has been effective in enabling the pupils in Key Stage 2 to write in a well developed joined-up style. Although some pupils are beginning to use their information technology skills as an alternative form of recording, information and communication technology is not yet used as well as it should be to develop research skills and word processing. The school is well aware of the need to improve this facility and has started to consider ways in which the facilities may be improved.
- 94 The positive attitudes and the good behaviour demonstrated by the pupils make an important contribution to their progress. The majority are eager to learn and show a good level of concentration. They are attentive listeners, are confident and persevere with their work. They work well independently and collaboratively. Pupils with special educational needs demonstrate good self-esteem. The higher attaining pupils show good maturity in their approach to learning.

- 95 At Key Stage 1 teaching is of a good standard. The teachers show good subject knowledge. They have high expectations and provide challenging activities for the pupils. The lessons observed had a good structure starting with whole class discussion, written task and the reviewing of the learning that had taken place. Very skilful question strategies effectively extend the pupils' knowledge, understanding and skills. In the best lessons the teachers' enthusiasm for the reading and love of literature is transferred to the pupils. The good choice of text engages interest and promotes good quality discussion. The high quality teaching and excellent subject knowledge of the teachers has a major impact on the progress pupils make and teachers have high expectations which are reflected in the pupils' work. There is good quality work from the assistant who works with those pupils who have learning difficulties. Assessment takes place regularly and the information is used satisfactorily to plan the next steps in learning. The National Literacy Strategy has been used effectively to teach English skills.
- 96 At Key Stage 2 teaching is good overall and on occasions very good. In the best lessons the teachers have high expectations and good subject knowledge. Pupils are well managed and lessons are delivered at a good pace. In many lessons, particularly in Years 5 and 6, excellent questioning strikes an ideal balance between pupils' and teacher contribution and results in high quality discussion.
- 97 Throughout the school high expectation contributes to the good progress that is made in pupils' listening, speaking, reading and writing skills. There is a high emphasis on the skills of comprehension, handwriting and grammar. Where there is careful planning, the implementation of work designed specifically for pupils who have special educational needs enables them to make satisfactory progress. As recommended in the previous report the higher attaining pupils are consistently challenged to enable them to make the progress of which they are capable.
- 98 Teachers mark work on a regular basis. Where it is used effectively there is an improvement in the pupils' level of performance, but the opportunity is not being consistently used by all teachers to explain to pupils what they need to do in order to improve their work. The difference in the work for the higher and lower attaining pupils and how pupils' progress is to be assessed is not always sufficiently clear from the planning documents. At times, however, when there are Hebrew lessons, the pupils' secular teachers provide additional teaching to those pupils in another class who require more individual attention. This is a sensible arrangement which means that even though pupils are given the same work as their peers they receive the benefit of extra teaching.
- 99 The school's strategies for teaching literacy are proving very effective and are having a significant impact on pupils' attainment and progress. The different elements of the literacy hour are being taught well across the school. Most teachers are using a plenary session effectively to assess pupils' level of understanding. Throughout the school pupils are encouraged to use literacy in other areas of the curriculum, such as writing narrative accounts in history and writing up experiments in science. The teaching of pupils with special educational needs is of a satisfactory standard. Pupils receive good levels of support from staff and voluntary workers. The school has introduced setting to enable the higher attaining pupils and those who are not at such a high level to be taught in separate groups to enable work to be matched to their level. This is a good initiative but within these groups there are pupils who require individual education plans and teaching arrangements that are more specific to their needs. There is some good practice by individual teachers in recording pupils' progress. The school has acknowledged this as an area for development and is in the process of

developing systems to ensure greater consistency in order to ensure that the pupils are progressing appropriately.

- 100 The elements of the National Literacy Strategy, supplemented by the school's own systems, are detailed and assist teachers in their planning. There is continuous evaluation of the appropriateness of the provision by the headteacher and the deputy headteacher. A good initiative has been the allocation of time for the co-ordinators to develop the curriculum area. They are now more involved in monitoring the teachers' planning and the work of the pupils. Since the appointment of the new headteacher the school has set itself high but achievable targets in literacy and is on track to meet these targets for this and following years. Strategies have been introduced to monitor the quality of pupils' work and in using available assessment data to track their progress and set targets for improvement. There has also been detailed evaluation of the quality of teaching resulting in significant improvements in the provision.
- 101 Pupils' attainment in English is supported by regular homework. The curriculum is enhanced by visits and visitors. Pupils also have opportunities for involvement in drama and a verse speaking competition.

MATHEMATICS

- 102 Work seen in lessons, and samples of previous work show that standards at the end of both key stages are high. This is reflected in the results of the National Curriculum tests. In the 1999 National Curriculum tests at the end of Key Stage 1, all pupils achieved Level 2 or above and 63% achieved Level 3. These results were very high in comparison with the national average and in comparison with schools with pupils from similar backgrounds. The results of the end of Key Stage 2 tests were also very high in comparison to the national average with 94% of pupils achieving Level 4 or above, 63% achieving Level 5 or above and 4% achieving Level 6. Pupils' achievement was also very high in comparison with schools with pupils from similar backgrounds. The results of the National Curriculum tests at the end of both key stages have been maintained at these high levels for the last four years.
- 103 Pupils in Key Stage 1 are introduced to mathematical vocabulary and their understanding of numbers is developed through well-planned activities which link across the areas of the curriculum. Suitable reinforcement is provided through activities to develop their knowledge and understanding of patterns, numbers and shapes. They make good progress, demonstrating gains in knowledge and understanding and are able to use appropriate mathematical skills in a variety of contexts. By the end of the key stage, they carry out simple calculations accurately and have a good knowledge and understanding of number facts. They demonstrate a good knowledge of two and three-dimensional shapes and their properties, an understanding and appreciation of number pattern and measures, and are developing skills of data handling.

- 104 By the end of Key Stage 2, pupils of all abilities have a good knowledge of place value, can use the four basic operations competently, have a sound grasp of spatial concepts and can use a variety of methods to collate and represent data they have collected. The higher attaining pupils have a good understanding of percentages and probability, can use fractions and decimals accurately and are competent in long multiplication and division. The lower attaining pupils can apply the four rules of number effectively and use a wide range of units of measure competently.
- 105 Standards of numeracy across the school are good and pupils have a good understanding of the number system. Their skills in mental arithmetic are very good.
- 106 The previous inspection reported that attainment in lessons was in line with the national expectation at the end of both key stages, with pupils making sound progress. Attainment has been improved and pupils in both key stages make good progress. They develop an understanding of the number system and develop sound understanding and knowledge of how to apply their learning to practical situations. Good use is made of mathematical skills in other areas of the curriculum and pupils are introduced to the relevance of mathematics in their daily lives. They use skills of measuring and calculating to support their work in science and design and technology.
- 107 Pupils with special educational needs make satisfactory progress in relation to their abilities due to the effective support offered by both class teachers and support staff. The school has also identified talented and gifted pupils who receive additional support and are given work, which provides appropriate challenges and enables them to make good progress.
- 108 The majority of pupils display positive attitudes to work. They usually behave well and respond positively to challenge. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. They concentrate well and work hard to complete their tasks. They have good relationships with their teachers, listen with attention and respond eagerly to questions. These positive attitudes to learning have a beneficial effect on their attainment and progress. However, on occasions when the pace of the lesson slows or the work lacks sufficient challenge, they lose interest and behaviour deteriorates. At times, in their eagerness to complete tasks, pupils do not pay sufficient attention to the presentation of their work.
- 109 The teaching of mathematics is generally good in both key stages. It is never less than satisfactory and at times it is very good. The quality of teaching has improved since the previous inspection. Teachers have a good understanding and good subject knowledge which they use in a variety of interesting ways to present challenging work to pupils. Lessons are well prepared and structured, with clear aims. In the most effective lessons, teachers have appropriately high expectations of pupils' attainment and behaviour. They effectively build on pupils' knowledge and understanding from previous lessons. For example in a Year 6 class, when pupils were developing their data handling skills to produce and plot co-ordinates using both positive and negative numbers. The teacher's skilful use of questioning helped pupils to reinforce earlier learning and also made use of homework to develop and assess their understanding. Classroom management skills are generally good and this enables teachers to use a range of teaching styles including whole class, group and individual tuition. Good use is made of the framework provided by the National Numeracy Strategy. Lessons usually begin with a lively and effective session of mental work, to which pupils respond with enthusiasm. Good use is made of whole class teaching where teachers frequently involve pupils in explaining their ideas and demonstrating to the rest of the class. Group or individual tasks are then completed and lessons usually have a lively pace to which

pupils respond well. Some teachers make effective use of a plenary session at the end of the lesson to review and reinforce pupils' learning but this approach is not yet used consistently in all classes.

- 110 Commercially published schemes provide the basis for much of the work in mathematics and these are supplemented by a range of well planned activities to provide a broad and balanced mathematical curriculum which motivates pupils' interest. Homework is used very effectively to support work in mathematics through the learning of multiplication tables and number bonds and through work which reinforces classroom activities.
- 111 Teachers make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Pupils receive good feedback on their work through verbal comments although written marking is not always used to the best effect. There are regular assessments of pupils' attainment and progress. However, teachers do not always make the most effective use of these assessments to ensure that work is well matched to pupils' needs and abilities. Teachers give clear guidance to pupils in all classes and they are able to help pupils who have problems. Sensitive teacher intervention in such cases ensures that the pupils are not afraid to admit that they are having difficulties. The previous inspection reported that the progress of some higher attaining pupils was restricted because work did not provide sufficient challenge or unnecessarily repeated earlier learning. This area has been addressed. Setting pupils according to ability helps to ensure that work is matched to their needs. The school also provides support and materials to extend talented and gifted pupils. However, on occasions work still lacks challenge for higher attaining pupils.
- 112 The school has introduced the National Numeracy Strategy. This is now used as an effective framework for planning and is having a beneficial effect on standards especially in mental work and the development of mathematical language. The subject fully meets the requirements of the National Curriculum. An adequate range of resources is available to support teaching and learning in the subject. Assessment results are monitored regularly to ensure that standards of attainment are maintained or improved. The co-ordinator provides support and advice as necessary. Effective systems are in place to monitor the quality of planning, teaching and learning. This was identified as an area of weakness in the previous inspection. Clear targets have been agreed for the National Curriculum tests. The target set for 1999 was surpassed.

SCIENCE

- 113 Teacher assessments at the end of Key Stage 1 in 1999 indicate that the number of pupils attaining the national expectation (Level 2) was above the national average. The number of pupils achieving Level 3 was in line with the national average. In the end of Key Stage 2, 1999 National Curriculum tests in science, the number of pupils achieving the national expectation (Level 4) was above the national average. However, the number achieving Level 5 was below the national average. Although the results were in line with national average, they were well below average in comparison with schools with pupils from similar backgrounds. Overall, the standards observed in lessons support these findings, although there were variations in attainment throughout the school which were directly linked to varying quality of teaching. The last inspection found standards to be in line with that expected nationally at both key stages so standards have improved slightly in Key Stage 1. In the period from 1996 to 1999, standards in science have been well above the national average. However, since 1997 there has been a steady decline in higher attainment in Key Stage 2, whilst national results have improved.

- 114 By the end of Key Stage 1 the pupils have made satisfactory progress in their scientific knowledge but their investigational skills are developing less well. In their exploration of how magnets behave they showed that they can make simple predictions based on their own previous experiences and know that magnets can attract objects. They know how to keep their bodies healthy and are developing a good knowledge base about food groups and healthy eating. They show sound development of classification skills when they are required to allocate foods to different groups. They know about changes in some common materials, such as how eggs change when they are cooked and what happens when candles burn. They can name the properties of some common materials and relate these to their use.
- 115 Pupils in Key Stage 2 make satisfactory progress in their acquisition of knowledge but their ability to carry out investigations with reasonable precision and accuracy is variable. The function of the skeleton is understood well and the pupils are able to use some scientific names for major bones in the body. The work in their books shows a sound knowledge of plant parts, habitats, food chains and changes of state. They are given suitable opportunities to develop their science investigational skills through activities such as finding out which materials are good insulators, testing the gravitational force exerted on a golf ball dropping in sand and investigating changes in breathing and pulse rates during exercise and rest. However, their ability to interpret their results and say what they have found out is sometimes inhibited by lack of opportunities to construct graphs and draw their own conclusions from the patterns in their data. Where such opportunities are presented in a way which challenges their thinking, the pupils show that they are capable of high levels of independent and analytical thought. The good behaviour of the pupils during investigational work is a strong contributory factor to the progress they make in their learning. However, in some lessons in Key Stage 2 the poor behaviour of a minority of pupils disrupted lessons and restricted learning.
- 116 Most teaching in science is at least satisfactory and in 40% of lessons seen it was good or very good. Teachers use questioning effectively and maintain good relationships with their pupils in a purposeful working atmosphere. However, in many lessons teachers depend heavily on commercial worksheets and adopt a very tightly instructional style of teaching which often fails to provide challenge for the more able pupils. There is little provision made for different ability levels but pupils with special educational needs are supported with sensitivity and generally make satisfactory progress.
- 117 The subject does not have a structured scheme of work to ensure progression and to provide a secure basis for teachers' planning and assessment of pupils' progress. The development of a science scheme of work has been identified as a priority by the school and some development work has been carried out by the co-ordinator. A decision has recently been reached to adopt the national guidance for the subject in order to ensure that teachers' planning is more relevant to the progress of pupils in all areas of the subject. No monitoring of the quality of teaching and learning, or standards of attainment takes place at present but provision has been made for the co-ordinator to carry out some classroom observation in the summer term. An evaluation of the Key Stage 2 test results has been carried out by the Head teacher and the decision to introduce setting in Year 6 has been taken in a move to improve the performance of the more able pupils. It is too early to judge the impact of this at present and the arrangements need to be carefully monitored in order to evaluate their effectiveness.

ART

- 118 Three lessons were observed in Key Stage 2 and none in Key Stage 1. Planning was examined and a scrutiny of previous work was carried out.
- 119 Pupils' attainment by the end of both key stages is as expected for their age and progress is satisfactory. In Key Stage 1 pupils have explored a wide range of media, particularly texture in collage materials, and they make good use of this and of colour to achieve the effect they want in their creations. Much art work is linked to topic work. They create a dramatic effect by cutting out silhouettes to illustrate the Great Fire of London. Year 2 make clay and glass tiles and use wooden match sticks and lolly sticks as well as foil to make designs connected with a topic on the metal man in literacy. They explore wax resisting techniques when they create a background for silhouettes of religious objects in the hall. By the end of Key Stage 2, pupils' use of sketch books is developing satisfactorily. These pupils can talk about the range of Lowry drawings and comment on style and subject. During the key stage pupils explore the use of pencils, charcoal, wax crayons, paint, tissue paper and magazine paper for different effects. In Year 5, pupils made colour washes and then cut them into small rectangles to make very striking mosaics. In Year 4 pupils learn about different styles and traditions when they paint in the style of Van Gogh. Pupils design their own monsters before covering them with collage materials.
- 120 Pupils' attitudes to art are positive. They are generally well behaved but where the level of challenge is insufficiently rigorous behaviour is less good. Mostly pupils wait patiently for instructions and work quietly and attentively. In a lesson on Moorish architecture they discussed pictures sensibly. They take turns and work well together exhibiting reasonable enthusiasm.
- 121 The quality of teaching is satisfactory overall and occasionally good. In a lesson linked to a history project on ancient Greece which did not provide much opportunity for creativity, the teacher promoted sound progress by having high expectations of the skills involved. Pupils were expected to be very careful about measuring the exact size of scraper board required and then measuring the exact space required for each letter. Pupils were then instructed to be very careful in copying and scraping the Greek letters. The finished product reflected the development of good control and high standards of presentation. A good lesson on the use of Moorish and Islamic shapes and patterns provided an opportunity to develop some cultural understanding, especially when the teacher explained the difference between the Islamic use of an eight pointed star as opposed to the six point star of David. In less effective lessons, teachers' subject knowledge is lacking and demonstrations are poorly executed. In a lesson on portraits, pupils were copying rather than sketching. In this type of lesson correct resources are not always readily available for pupils, for example softer pencils to carry out experiments in shading. This affects pupils' progress within the lessons.

- 122 The subject is well led. The enthusiastic co-ordinator has created a good scheme of work which is now ready for further development and more detail such as clear learning objectives and assessment detail. The last report highlighted a weakness in the level of challenge of some work for the pupils. This is being rectified by the introduction of the scheme of work. The further weakness of the lack of information technology in art work has only very recently been addressed because of a lack of resources. Teachers are beginning to use it but the co-ordinator has identified a need for staff training, as she has identified a need for staff in-service training in a number of other aspects of art teaching. The co-ordinator monitors teaching, planning and pupils' work in a number of informal ways but has also carried out two audits of different aspects of art, one of which was very thorough and productive. Resources are satisfactory and the potential for improvement in art is good.

DESIGN AND TECHNOLOGY

- 123 There were very limited opportunities to observe teaching during the inspection and little evidence of pupils' current or previous work to provide information about levels of attainment. Consequently, it has been impossible to make a judgement about standards. However, some direct observation of teaching along with scrutiny of planning, discussion with the co-ordinator and with pupils about their work, indicate that the school has made every effort to maintain the good standards reported at both key stages in the last inspection.
- 124 The school provides a wide range of activities to develop skills and extend learning. In Year 1, pupils are introduced at an early stage to the safe use of tools and are taught how to use hammer and panel pins, a saw and a vice. Lesson plans include emphasis on the need to plan and evaluate each piece of work. In Year 2, the range of skills and activities is systematically widened. At this stage, pupils are introduced to the use of equipment such as bench hooks and hand drills and are expected to measure accurately when constructing models. They are also asked to consider the expectations of the consumer of the products they make, for instance in food technology where they plan food for a special occasion.
- 125 In Key Stage 2, pupils continue to develop design skills and there is appropriate emphasis on learning the necessary skills before embarking on any new project. For instance, Year 3 pupils are taught a variety of stitching techniques that are put to effective use in Year 4 to join materials together. Pupils in Year 5 and 6 build on the skills acquired in earlier years and apply them to more challenging and adventurous activities. Year 5 pupils, for example, have the opportunity to design and make an electrically powered car. At each stage of development, emphasis is placed on evaluation and improvement of the product at various stages in the construction process. Examples of a small number of evaluation sheets indicated that this practice is not always sufficiently helpful or thorough. The programme of study for Year 6 pupils includes the use of an even wider range of equipment which demands greater skill and careful handling, such as glue guns and craft knives for making three-dimensional constructions.

- 126 Pupils spoken to and observed at work have good attitudes and behave well. They appreciate and enjoy the activities planned for them and make good use of opportunities to discuss their work with others. They are proud of the products they make and are keen to take them home to show to parents. They show a good capacity for looking with a critical eye at their own work and making helpful suggestions to others. In one lesson seen where the class was designing pop-up pictures, pupils' attitude to work was exemplary. They responded to a very well organised and challenging lesson in like fashion by showing excellent cooperation and concentration on the task in hand.
- 127 In the limited number of lessons seen, teaching was satisfactory or better. Lessons are well planned. Teachers make good use of support staff and draw upon a wide range of materials and other resources for pupils to work with. Topics are varied and interesting and challenge pupils' inventiveness. Teaching is only less successful where too little attention is paid to the design or evaluation aspect of the subject.
- 128 The subject is very well led. The co-ordinator is well organised, enthusiastic and a good practitioner. She has provided a comprehensive scheme of work that gives good guidance for colleagues in planning their work and is supported by a good range of resources. She monitors planning thoroughly to ensure that all elements of the programmes of study are covered. This good practice ensures continuity and the systematic development of skills from lesson to lesson and year to year. As a direct consequence, pupils have a confident attitude to their work and this greatly enhances their learning. The co-ordinator recognises that there is no system for retaining design folders or photographic evidence of completed work in order to measure the quality of products or as an example of what can be achieved.

GEOGRAPHY

- 129 Standards of attainment in Geography are in line with national expectations. The school has maintained the standards reported in the previous inspection.
- 130 Due to the arrangement of the timetable during the week of the inspection, it was only possible to observe a very limited number of lessons. Judgements are, therefore, mainly based on scrutiny of teachers' planning and discussions with pupils and teachers.
- 131 In Key Stage 1, the school provides opportunities for pupils to study their immediate environment. In Year 1, they examine local amenities such as the nearby park and draw simple plans of the surrounding area. Most pupils clearly describe their route to school, using directions such as left and right with accuracy. They examine contrasting climates and recognise the features of areas of the world with different weather patterns, such as Israel and the Arctic. In Year 2 they make comparisons between contrasting localities and how these affect people's lifestyles, drawing information from first hand accounts of life in a kibbutz measured against knowledge of their Salford environment.

- 132 At the beginning of Key Stage 2, pupils begin to acquire more detailed knowledge of their own geographic position in relation to other major parts of the United Kingdom. This is supported by the use of compass points to explain direction, for instance that London is south of Manchester. By the time they are in Year 5, most pupils name major countries and capitals in the European Union as well as the continents of the world. Pupils in Year 6 study in greater detail the features of a specified country, covering a range of issues including life expectancy, employment, economic development and land usage. They use specific geographic vocabulary when discussing their work, for instance by using co-ordinates to explain the exact whereabouts of locations on the island of St Lucia. Many pupils have good geographical knowledge by the time they leave school and can easily recognise the outline and position of major countries of the world. Their geographical skills, however, are not as well developed because planning does not place sufficient emphasis on practical and investigative work.
- 133 On the evidence of the small amount of direct observation of teaching, pupils have a good attitude to the subject and behave well. In a Year 5 lesson seen, for example, the teacher provided challenging tasks for pupils which were well matched to their ability and demanded high levels of co-operation. Expectations of behaviour were high and the class responded accordingly. The teacher regularly provided new challenges which added pace and excitement to the lesson and extended pupils' learning. All pupils enjoyed the opportunity to work as members of a team and showed maturity in their approach to the task. Scrutiny of pupils' work in books indicates that little attention is paid to presentation.
- 134 The previous inspection noted that there was no effective scheme of work for geography and this remains the case. There is no substantive co-ordinator for the subject but the deputy headteacher has carried out an evaluation exercise which has not yet been acted upon. There is a general overview of the topics to be covered but no detailed information to guide teachers in their planning of suitable work and activities. Additionally, there is no system of assessment by which to judge and compare standards of attainment. This results in teachers planning the same work for pupils of all abilities and restricts learning, particularly for higher attaining pupils. It also leads to an over-reliance on worksheets and restricts opportunities for pupils to express original ideas through extended writing. The teaching and learning noted through direct observation were satisfactory or good. Individual lessons were well planned and proceeded at good pace. Considering that the standards of teaching in the school are generally good, the indications are that there is good capacity to improve standards of attainment, but that greater progress is being impeded by a lack of a suitable scheme of work.

HISTORY

- 135 There was very little history being taught during the inspection week. Evidence for the subject is based on scrutiny of the school subject documentation, the pupils' work both in books and on display around the school, teachers' planning, interviews with subject co-ordinators and discussions with pupils about their work.

- 136 At the time of the last inspection standards in history were judged to be above the national expectation in Key Stage 2 but the findings of this inspection show that the standards achieved by the pupils are in line with national expectations in both key stages. Progress in the development of history study skills is generally unsatisfactory due to the lack of effective medium term planning and assessment.
- 137 At the end of Key Stage 1 pupils have begun to develop their understanding of the changes that took place in peoples' lives over the recent past and are developing the concept of time passing through the use of timelines with reference to their own lives. They successfully use historical sources and artefacts and are able to make comparisons with present day lives. They know about changes in the way homes are lit and heated, how cooking is done and how clothes are washed.
- 138 By the end of Key Stage 2 pupils have developed a good knowledge base about the past and have an increasingly good understanding of chronological concepts. They know about some aspects of the culture of ancient Greece and the key events and lifestyle of Tudor times. They know about the characteristics of life in Roman Britain and the cultural influences of the Roman way of life. In their studies of the key personalities and events of the World War Two they have a good understanding of the causes and effects of the Holocaust and of the way in which wartime activity affected the daily lives of people in Britain. Older pupils are able to carry out some individual research from books and technological sources. They understand the significance of artefacts in learning about the past and show high levels of interest in the subject.
- 139 The way in which the subject is taught in most classes does not provide good opportunities for the development of the historical research skills that are central to the subject. History is often taught in a highly prescribed and instructional way that does not give pupils the opportunity to consider why people in the past acted as they did and gives few opportunities to judge the accuracy of interpretations of history. When the subject is presented in an imaginative and challenging way, for example, when pupils in Year 5 debated the arguments for and against the Roman invasion of Britain, they showed, through role play of a Roman Senate debate, that they were capable of high levels of perceptive learning.
- 140 Information and communication technology (ICT) is not used effectively to support learning in history due to the lack of a secure scheme of work and an adequate bank of relevant software. Where use is occasionally made of ICT, for example the use of Encarta for research purposes, the learning of the pupils is greatly enhanced.
- 141 The subject has undergone an extensive evaluation recently and some changes have been made to the organisation of content of the history curriculum. However the existing scheme of work does not provide an adequate basis for supporting teachers in their planning and does not provide a structure to ensure that there is progression in the development of historical research skills. The medium term planning format does not specify the learning objectives for each unit of study and therefore does not provide a basis for assessing or monitoring the progress of pupils. The standards in the subject are not monitored at present but arrangements have been made for classroom monitoring later in this school year and the co-ordinators recognise that this will include the monitoring of standards as well as the quality of the teaching in the subject.

INFORMATION TECHNOLOGY (ICT)

- 142 Standards in information and communications technology (ICT) are low overall in both key stages. Some older pupils in Key Stage 2 have satisfactory word processing skills and have a basic understanding of computer technology but many pupils do not have the skills and understanding expected for their ages. The skills of saving and retrieving work are not well developed. In the other areas of the subject the attainment of the majority of pupils is also below that expected for age in both key stages and progress in the subject is unsatisfactory.
- 143 In Key Stage 2 some pupils can enter data onto a spreadsheet in order to create graphs which supplement learning in mathematics and science but high levels of support are needed. There was evidence that some pupils occasionally use ICT to research information relevant to the current topic. However, there was very little use being made of computers during the inspection and where they were in use the pupils did not have sufficient skills and knowledge to be able to use the technology with any degree of independence. The recently established system for withdrawing small groups of pupils to work with the subject co-ordinator is helping to build the basic computer skills but pupils are having to work at a low level in order to make up deficiencies in previous learning.
- 144 The ICT provision made by the school does not meet the statutory requirements for the subject. Some teaching takes place in how to communicate and handle information but control systems, monitoring environmental change and the use of models and simulations are not covered. This situation has not changed since the last inspection.
- 145 Unsatisfactory use is made of ICT capability to supplement learning across the curriculum. There is no scheme of work to underpin the subject and to provide secure progression in the development of computer skills. This results in ICT not being specifically included in teachers' lesson plans and leads to a lack of continuity in provision for the pupils. The absence of a range of relevant and graded software, identified as a weakness in the last inspection, is a major contributory factor to the shortcomings in curriculum provision for ICT. Teachers' subject confidence and expertise is generally low and is often not sufficient to support pupils in their ICT learning. There is no overall system for monitoring the progress that pupils make in the subject. This results in inappropriate provision and poor information for parents about their child's progress in ICT. The quantity and range of good quality computer hardware to support the subject is satisfactory. There is access to CD ROMs and the Internet although these are under-used. The school has one device for teaching computerised control but this is not readily available to all classes.
- 146 The school has already identified the deficiencies in its ICT provision and has begun to take steps to remedy the situation. A comprehensive audit of the subject has been carried out and has been useful in identifying both resourcing and staff development needs. Discussions are currently taking place about a suitable scheme of work which is urgently required to provide a secure basis for teachers' planning. The school is due to receive funding for the purchase of new computer equipment as part of the National Grid for Learning scheme and has earmarked space in school to create a computer suite. Some staff development has taken place and more is planned for the future. The co-ordinator has sufficient skills and interest to develop the subject further and is working closely with the headteacher to set systems in place to remedy the many shortcomings in the subject.

MUSIC

- 147 At both key stages all pupils, including those with special educational needs are making satisfactory progress. A strength of the subject is the large number of pupils who learn to play musical instrument such as keyboards and recorders in individual lessons for which parents pay. Another strength is the use of the local education music service, especially in Key Stage 1 where the teacher provides continuity by teaching these classes for the whole of the year.
- 148 In Key Stage 1, pupils develop an awareness of rhythm and pattern in music. They know what a rhythm is and are developing control. They explore and organise sounds with help from the teacher into simple structures. They develop an understanding that a piece of music can be repeated alternately with another piece and thus make a structure. In Key Stage 2, pupils follow a rhythm accurately. In Year 3, pupils explore, create and organise sounds. They recognise how the voice and body parts make different sounds. They plan ahead at the same time as creating different sounds effectively. They are increasing their knowledge of scoring, dynamics and duration. They practise recording their simple compositions by using symbols of their own creation. In Year 5, pupils play pieces and perform musical patterns from notation. Their control and dexterity are developing well through practice and good teaching. In both key stages, pupils play percussion instruments, tuned and untuned, to accompany themselves, sing tunefully and perform in assemblies or in annual concerts.
- 149 Pupils' response to music is always positive and behaviour is generally good. They like music lessons, become fully involved, work hard and their enjoyment is obvious. Pupils wait patiently to play instruments or for their turn when having individual lessons. Pupils usually concentrate and make good progress in listening to each other. They are willing to share ideas when working in groups. In Year 5 when pupils have individual lessons they listen to their own playing and analyse their mistakes without embarrassment, in order to correct them. In the one lesson where behaviour was less good, pupils were less challenged.
- 150 Teaching in music in both key stages is good overall and in one lesson in Key Stage 2 was very good. All lessons are well planned and involve all pupils. In the one lesson where the progress of the pupils was slower due to difficult behaviour, the teacher used good management strategies to bring the class under better control. The high level of subject knowledge and expertise of the local authority music teacher is of great support to the school. This is reflected in the imaginative ways that the teacher explains musical knowledge and skills. For example, the description of a repetitive structure of two pieces of music as a double decker sandwich and the subsequent demonstration with physical objects secured the knowledge in pupils' minds. Relationships are good because of the teacher's patience and pleasant manner. This is illustrated by the pupils' confidence in owning mistakes and willingness to correct them.
- 151 The weakness is that in Key Stage 2 the specialist teacher only teaches each class for one six week block within the academic year. This does not aid continuity and progression. For the rest of the year the class teachers teach music. There is, however, no music scheme that is pertinent to the needs of the school for class teachers to follow. They use the National Curriculum document and link their teaching to topics and assemblies through the year. The one lesson observed where a class teacher took the lesson was based on classical music and effectively developed pupils' knowledge, listening skills and response to this type of music. There is an annual opportunity for pupils to visit the Halle orchestra when all schools do. There is little opportunity for pupils to experience musical instruments from other cultures. The

annual productions and regular assemblies provide good opportunities for pupils to demonstrate their singing and playing talents.

- 152 There is a policy that needs updating but the music co-ordinator has not yet been able to do this or to create a scheme of work. There are a good number of percussion instruments both tuned and untuned and they are in good condition. However, the school has very recently acquired its first and only keyboard and has no other larger instruments that belong to the school such as guitars, flutes etc.

PHYSICAL EDUCATION

- 153 Standards achieved in both key stages are in line with national expectations and the school has maintained the standards reported in the last inspection.
- 154 In Key Stage 1, pupils learn to respond well to music through dance. They change pace and relax or stiffen their bodies according to the rhythm and mood of the music. Some higher attaining pupils show good physical control and this enables them to move with developing expression. They use the space around them safely and imaginatively and are confident when working alone. Some pupils experience difficulties when asked to work in pairs and this sometimes reduces the quality of their performance. The school provides appropriate opportunities for all pupils to develop passing and receiving skills in preparation for learning team games and to construct gymnastic sequences for use on floor and apparatus.
- 155 In Key Stage 2, pupils continue to develop their skills in dance, both through the interpretation of a range of music or by learning the steps of traditional pieces. In Year 3, for example, they rehearse and improve the steps to Greek music and by Year 5 they attempt successfully the more complicated routines to be found in country dancing. Some higher attaining pupils master the steps with ease, whilst less confident performers have difficulty matching step to music or keeping in time with a group of dancers. There is clear and often good progress in the way pupils' ability to interpret music improves. Pupils in Year 6, for example, clearly and sensitively express emotions such as fear or anger through their movement. Gymnastic ability is less well developed and progress is uneven. In some individual lessons, there is clear learning and development of skills. A Year 4 lesson in which pupils made clear progress in building a sequence of moves on low level apparatus provided a clear example of this. Confidence and skills are not sufficiently developed by the end of the key stage, however, and the gymnastic standards achieved by many pupils are lower than those to be found nationally. The vast majority of pupils are competent swimmers by the time they leave school and many achieve good standards through the national awards scheme.
- 156 Pupils' attitudes in lessons are generally good and the vast majority of pupils behave well. All pupils clearly enjoy and look forward to lessons. They dress appropriately and start and finish lessons in an orderly manner. A prominent feature of many lessons is pupils' willingness to discuss and evaluate their work. Older pupils in particular collaborate in a mature and sensible manner to improve their performance in, for example, group dances. On a small number of occasions where teachers' planning or management of pupils is less than secure, the level of co-operation and standard of behaviour deteriorates. In all lessons, pupils respond very well when asked to put out or store away equipment. They carry out these duties with the minimum of fuss and due regard for safety.
- 157 The quality of teaching is never less than satisfactory and is good in nearly half of lessons. Individual lessons are well planned and start on time. In most lessons,

teachers follow their lesson plans closely and ensure that each of the objectives is covered. This has the effect of holding pupils' concentration and establishing a lively pace. Lessons where teachers' expectations of behaviour and performance are high are also more successful. Pupils respond by trying hard to please and raising the quality of their performance. This is also the case when teachers praise genuine effort and use good performers to demonstrate to others what can be achieved. On the minority of occasions when such opportunities are missed, pupils are unsure of what is expected of them and progress is slower. Similarly, where lesson planning is not sufficiently thorough or pupil management is insecure, the pace of lessons drops, standards of behaviour are not as high as usual for this school and progress could be better. All teachers take good care to ensure pupils' safety in lessons and regularly impress upon them the benefits of healthy exercise.

- 158 There has been limited improvement in the curriculum for physical education lessons since the last inspection. Teachers now draw upon a commercial scheme to inform their medium and short term planning in the various elements of the subject. However, there is still no cohesive overall scheme of work tailored to the needs of the school. This explains the disparity in the standards achieved, for example, in dance and gymnastics. Pupils' progress in dance is sound and sometimes good, whilst in gymnastics, planning and teaching are inconsistent and do not ensure the systematic development of confidence and skills, year on year, throughout the school. There is at present no system for assessing pupils' performance or measuring standards against those found in other schools.
- 159 The school provides a good range of ex-curricular activities to extend pupils' games skills and their knowledge of rules and tactics. These include badminton, short tennis, football and athletics. Pupils are given the opportunity to take part in competitive games against other schools and these occasions are well supported by parents. Since the last inspection, pupils have continued to benefit from the very good facilities for swimming and the intrinsic systems for measuring their progress.