

INSPECTION REPORT

KINGSWAY PRIMARY SCHOOL

Davyhulme

LEA area: Trafford

Unique reference number: 106334

Headteacher: Mr P J Cheshire

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 8th to 11th October 2001

Inspection number: 193414

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Kingsway Park
Davyhulme
Urmston
Trafford

Postcode: M41 1SP

Telephone number: 0161 748 1867

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Appropriate authority: The Governing Body

Name of chair of governors: Mr R Greenhalgh

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A J Dobell	Registered inspector	Mathematics Music Physical education	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9520	Mr J Leigh	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
14816	Mrs S Gordon	Team inspector	Areas of learning for children in the Foundation Stage English as an additional language English Art and design Geography History	How well does the school care for its pupils?

21910	Mr G Longton	Team inspector	Equal opportunities Special educational needs Science Information and communication technology Design and technology Religious education	How good are curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated some five miles to the west of the centre of Manchester. It has 218 pupils on roll with very similar numbers of boys and girls. The school is of average size for primary schools. Most pupils come from the surrounding area, which is a mix of rented housing and small semi-detached privately owned properties. Overall, the socio-economic background of the school's pupils is below the national average, and the attainment of children when they enter the Nursery is below that normally found.

Most of the school's pupils come from Western European cultural backgrounds with under ten per cent coming from minority ethnic groups. About one per cent of the school's pupils speaks English as an additional language, but this does not adversely affect learning. About one quarter of the school's pupils are eligible for free school meals which is above the national average. Almost 30 per cent of pupils are on the school's register of special educational needs which is above average. Only one pupil has a statement of special educational needs, which is below average. The nature of special educational needs includes speech and communication difficulties, emotional and behavioural difficulties, and visual impairment. Nine pupils left or joined the school during the course of the school year 2000-2001 but this did not have a significant impact on attainment.

HOW GOOD THE SCHOOL IS

This is a good school in which pupils make good progress in their learning in relation to their previous attainment. Standards of attainment as measured in the National Curriculum tests at the end of Year 2 have varied since the last inspection, but, overall, have been above the national average. In the National Curriculum tests at the end of Year 6, the school's results were below the national average in 2000, but improved well in 2001. This is not least because the school is effective in including all individuals and groups of pupils in all aspects of its work, and providing the support that they need where its resources will allow.

Under the leadership of the headteacher, the school has a good commitment to improvement. The quality of teaching is good overall, with some outstanding teaching resulting in high levels of attainment. Given the good improvement in attainment in 2001, the good quality of learning opportunities, and its modest cost per pupil, the school now gives good value for money.

What the school does well

- The quality of teaching is good overall throughout the school.
- Standards of attainment are good when pupils leave the school because of the good progress that they make throughout their time here.
- The school provides interesting and stimulating learning experiences, which means that most pupils work hard and enjoy their lessons.
- The school makes good provision for the personal development of its pupils.
- There is good provision for pupils with special educational needs, and they make good progress in their learning.
- Under the leadership of the headteacher, there is good commitment to improvement.

What could be improved

- The quality of the facilities for children in the Foundation Stage, including the safety of the outside provision.
- Library provision, particularly for pupils in Years 3 to 6.
- The procedures for assessment and the way in which they are used to promote progress for individual pupils are at their best in mathematics. In other subjects, there is scope for further improvement.
- The behaviour of a small minority of pupils in some lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school's first inspection, attainment, as measured in the National Curriculum tests at the end of Year 2, has been above the national average overall, and above the average achieved in schools which draw their pupils from similar backgrounds. In the National Curriculum tests at the end of Year 6, attainment was at or above the national average until 2000 when it was below the national average overall. It has also been at or above the average attained in similar schools. In 2001, attainment in these tests improved well. In 2001, the attainment of pupils at the end of Year 6 comfortably exceeded the challenging targets which had been set in English and mathematics.

Children in the Foundation Stage, make good progress in their learning, and most are in line to achieve the expected standards by the end of the Reception Year. Pupils continue to make good progress between the ages of five and eleven. Attainment in art and design, design and technology, history, music and physical education is broadly in line with the levels normally found in primary schools at the ages of seven and eleven. In geography, attainment is far above expected standards at seven, and well above expected standards at eleven. In religious education, attainment is above the standards expected for pupils following the Trafford Agreed Syllabus at the end of Years 2 and 6. Inspectors judged attainment in English, mathematics and science to be above expected standards for seven and eleven year olds.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	C	B	A	well above average A above average B average C below average D well below average E
Mathematics	C	D	B	B	
Science	C	E	C	C	

2001 Standards of attainment, as measured in the National Curriculum tests, improved well at the age of eleven in. The proportion of the school's pupils attaining at least the national expectation of level 4 exceeded the national average in English, mathematics and science. There was an increase in the proportion of the school's pupils attaining the higher level 5 in each subject. In the National Curriculum tests at the age of seven in 2001, the proportion of the school's pupils attaining the national expectation of level 2 at least was broadly in line with the national average in reading, writing and mathematics. Science is not examined at the age of seven, but teachers' assessments place attainment at the national average. The proportion of pupils attaining the higher level 3 was an

increase on the previous year. Overall, the results at the end of Years 2 and 6 compare favourably with schools which draw their pupils from similar backgrounds.

Pupils of all ages make good progress in their learning. The evidence from this inspection is that attainment in English, mathematics and science is above that normally found at the ages of seven and eleven. Pupils with special educational needs make good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Overall, pupils have good attitudes to school and give of their best in lessons. A few pupils have less positive attitudes.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall. Most pupils are well behaved both in and out of class, but a few pupils in some classes are disruptive in some lessons.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are good. Personal development is well above average because of the very good opportunities that the school provides for pupils to take initiative and exercise responsibility.
Attendance	In the school year 2000-01, attendance was broadly in line with the national average. Most pupils are punctual, but some are a few minutes late.

Parents confirm that their children enjoy school and are keen to give of their best in lessons. They are impressed with the school's strategies to deal with bullying and oppressive behaviour. Overall, the school manages behaviour well for most pupils, and no pupils were excluded from school during the school year 2000-01.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

The overall quality of teaching is good throughout the school, and the unsatisfactory teaching found in the school's first inspection (13 per cent) has been eliminated. In this inspection all lessons had teaching which was at least satisfactory, with just over a half being good, and about one quarter being very good or excellent.

English and science are taught well for pupils in Years 1 and 2 while mathematics is taught very well. For pupils in Years 3 to 6, English and mathematics are taught well and science very well. Children in the Foundation Stage are taught well so that most of them are in line to reach the standards expected nationally by the time they leave the Reception class. Children in the Foundation Stage and pupils in Years 3 to 6 enjoy good quality learning, while, for pupils in Years 1 and 2, learning experiences are of very good quality. The school has introduced the National Strategies for Literacy and Numeracy successfully, and teachers have a good understanding of how to use them to promote high standards. All pupils, including those with special educational needs, are fully included in teaching and learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good overall. Teachers plan lessons which have imaginative and stimulating learning experiences.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs and they make good progress, overall, in relation to their prior attainment.
Provision for pupils with English as an additional language	For the very small number of pupils who speak English as a second language, this does not have an adverse effect on their learning; the school has good strategies to enable them to make progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school supports pupils' personal development well. There is good provision for spiritual, moral and cultural development, and very good provision for social development.
How well the school cares for its pupils	Educational and personal support for pupils is good. Teachers and support staff know their pupils well and provide them with a secure and stimulating learning environment within the resources available.

The school's curriculum meets statutory requirements. It is broad, balanced and relevant and meets the needs of all individuals and groups of pupils in the school. All pupils have full access to the school's activities. The school has good links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and management. His recently appointed deputy is systematically establishing her role in the school. The co-ordinators for the Foundation Stage and Years 1 and 2 are effective in promoting attainment and progress.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory requirements and has a sound grasp of the school's strengths and weaknesses. It shares and supports the school's aims and values.
The school's evaluation of its performance	The school is effective in analysing its strengths and weaknesses and determining its priorities for development.
The strategic use of resources	The school uses the physical and human resources available to it well. Management is effective in getting the best value from its expenditure.

The school has clear aims and values, which are reflected in its work. There is a good shared commitment to improvement. The headteacher is well supported by his colleagues and by the governing body. The school is well staffed to teach the National Curriculum and religious education, but the availability of support staff for pupils in Years 3 to 6 is inadequate. The accommodation is inadequate for the number of pupils in the school, and, in a number of subjects, the quality and quantity of learning resources are unsatisfactory. The school uses the resources available to it well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Children make good progress in school because they are expected to work hard. ▪ Teaching is good. ▪ Behaviour is good. ▪ Parents are comfortable when contacting the school. ▪ Children become more mature and responsible. ▪ The school is well led and managed. ▪ Children like school. 	<p>Of the parents who responded to the questionnaire:</p> <ul style="list-style-type: none"> ▪ 11 per cent question the amount of homework. ▪ 21 per cent disagree that they are well informed about progress. ▪ 21 per cent question if the school works sufficiently closely with parents. ▪ 19 per cent would like more activities outside lessons.

The school distributed 221 questionnaires and 38 were returned (17 per cent). Four parents attended the parents' meeting held before the inspection. These views represent less than one fifth of all parents and carers.

The inspection team supports the positive views held by parents. Inspectors judge that the school's use of homework to support learning is satisfactory and that the school provides satisfactory information about pupils' progress. The school's links with parents are good and there is a satisfactory range of activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 In the National Curriculum tests at the end of Year 6 in 2000 in English, 73 per cent of the school's pupils attained at least the national expectation of level 4, with 27 per cent attaining the higher level 5. This was broadly in line with the national average and better than the average achieved in schools which draw their pupils from similar backgrounds. This was an improvement on the standards of attainment achieved when the school was first inspected. In the National Curriculum tests in English at the end of Year 6 in 2001, 92 per cent of the school's pupils attained at least level 4, with 32 per cent attaining level 5. This was a further good improvement. It is not yet possible to make comparisons with the national average or the average for similar schools in any subject.
- 2 In mathematics, in the National Curriculum tests in 2000 at the end of Year 6, 70 per cent of the school's pupils attained level 4 at least, with 12 per cent attaining level 5. This was below the national average, but matched the average achieved in similar schools. In 2001, 80 per cent of the school's pupils attained level 4 at least, with 28 per cent attaining level 5. Again, this was a good improvement on 2000, and an improvement on the results attained in 1997 when the school was first inspected.
- 3 In science, in the National Curriculum tests at the end of Year 6 in 2000, 80 per cent of the school's pupils attained at least level 4, and 15 per cent attained level 5. This was well below the national average and below the average attained by pupils in similar schools. In 2001, 96 per cent of the school's pupils attained level 4 at least in science, with 32 per cent attaining level 5. In this subject, too, there was a significant improvement in 2001 over the results attained in 2000, and the results in 2001 are a good improvement on the results attained when the school was first inspected.
- 4 In each subject there has been good improvement in attainment between 2000 and 2001, and, in mathematics and science, the improvement in the proportion of pupils attaining the higher level 5 has been impressive. These results indicate that pupils made good progress in their learning throughout the school. In both 2000 and 2001, the school exceeded its agreed targets for attainment in English and mathematics which were realistic but challenging. In most years since the previous inspection, girls have achieved better than boys at the end of Year 6, but there is no evidence from the inspection to suggest that this is significant.
- 5 In the National Curriculum tests at the end of Year 2 in 2000 in reading, 87 per cent of the school's pupils attained at least the national expectation of level 2 with 20 per cent attaining the higher level 3. This was in line with the national average, and above the average achieved by pupils in similar schools. This was a slight improvement on the standards achieved when the school was first inspected. In 2001, 82 per cent of the school's pupils attained at least level 2 with 28 per cent attaining level 3. Again, it is not yet possible to make national comparisons in subjects at the end of Year 2.
- 6 In writing, in the National Curriculum tests for seven-year-olds in 2000, 93 per cent of the school's pupils attained level 2 at least, with three per cent attaining level 3. This was above the national average and well above the average attained in similar

schools. This was also above the standards being achieved when the school was first inspected. In 2001, 85 per cent of the school's pupils attained level 2 at least, with nine per cent attaining level 3.

- 7 In mathematics in 2000, in the National Curriculum tests at the end of Year 2, 96 per cent of the school's pupils attained level 2 at least, with 23 per cent attaining level 3. This matched the national average and was ahead of the average attained in similar schools. It was a slight improvement on the results attained when the school was first inspected. In 2001, 91 per cent of the school's pupils attained at least level 2 with 25 per cent attaining level 3.
- 8 Science is not examined in the National Curriculum tests at the end of Year 2. In 2000, teachers' assessments placed the school's pupils at the national average and well above the average for similar schools. However, the proportion of the school's pupils assessed at level 3 was below the national average. In 2001, teachers' assessments placed 88 per cent of the school's pupils at level 2 at least, with 22 per cent at level 3.
- 9 At the end of Year 2, there was an improvement in the proportion of the school's pupils attaining the higher level 3 between 2000 and 2001. These results suggest good progress from the time pupils joined the school until they reached the age of seven. There is no consistent pattern in the difference between the attainment of boys and girls between 1996 and 2000, which suggests that any variations are the result of differences in pupils in different year groups. Indeed, the school makes good efforts to ensure that all pupils have full access to all that it provides and are fully included in all its activities.
- 10 When they enter the Nursery, on average, children's learning skills are below those normally found. They make good progress during their first two years in the school because of the good teaching that they receive. Most are on course to achieve the standards expected in the six areas of learning planned for them by the time they leave the Reception class to begin their work on the National Curriculum.
- 11 Evidence from the inspection is that attainment in English is above national expectations at the end of Years 2 and 6. Pupils have above average skills in speaking and listening and in writing, and standards in reading are average. This is partly because they tend to read mechanically and with little meaning or expression, and partly because the quantity and quality of reading books is limited, especially for Year 3 to 6. Attainment in mathematics and science is above average at the end of Years 2 and 6. In mathematics, this is because of the very thorough planning and the rigorous assessment of pupils' progress with a view to promoting further progress. In science, this is due to the increased emphasis on investigative work since the previous inspection. In all three subjects, standards of attainment are higher than was the case at the time of the school's first inspection.
- 12 In the other subjects of the curriculum, attainment at the end of years 2 and 6 is at the expected level in art and design, design and technology, history, music, information and communication technology and physical education. In art and design and history, there are some good features in the standards being attained by the end of Year 6. In geography, attainment is well above that normally found for pupils aged seven, and above that normally found for pupils aged eleven. In religious education, pupils aged seven and eleven are attaining standards which are above those normally found for pupils following the Trafford Agreed Syllabus for

religious education. Overall, the levels of attainment found in these subjects at the school's first inspection have been maintained.

- 13 Pupils with special educational needs make good progress throughout the school. The school makes good provision for these pupils, and their progress is monitored regularly so that further short term targets for improvement can be set. This good progress is an improvement since the previous inspection.
- 14 The school has introduced the National Strategies for Literacy and Numeracy successfully, and they are having a positive effect on attainment in English and mathematics. Good opportunities are taken to practise literacy skills in subjects such as science, geography history and religious education, and these are improving pupils' understanding and skills in English. In the same way, elements of mathematics are practised in science, design and technology, geography and history, and this, too, is improving attainment.
- 15 Overall, attainment has improved well since the last inspection in English, mathematics, science and geography, and standards have been largely maintained elsewhere. This is because the quality of teaching has improved, and most pupils have good attitudes to learning. The school is in a good position to go on to improve further.

Pupils' attitudes, values and personal development

- 16 Overall, pupils' attitudes to school are good. The vast majority of pupils are eager to come into school at the start of the day. They move around the school calmly and with purpose. Pupils like to help visitors, are polite to them, and are keen to discuss and explain their work. The majority of pupils concentrate well, show interest, reflect on what they do, and involve themselves in the range of activities inside and outside class that the school provides. The majority of pupils are enthusiastic to get as much out of school as possible. However, there is a small minority of pupils from Years 2 to 6 whose attitudes are unsatisfactory. These pupils find it difficult to concentrate, show little interest and do not engage fully in some lessons or activities, which results in these pupils getting little out of the learning opportunities. When given the opportunity, pupils with good attitudes co-operate and work well together. Most pupils, when asked, are keen to answer questions and are not afraid to contribute and test ideas. Where pupils have unsatisfactory attitudes, staff still work hard to involve them fully in learning.
- 17 Behaviour overall is satisfactory in lessons, around the school, at play and at mealtimes. There were examples of very good behaviour in assemblies and in travelling to and taking part in swimming at a local leisure centre. There is good behaviour at play and mealtimes. There were no exclusions of pupils in the last school year. The school has a behaviour policy, which is usually effective. It has clear procedures for improving unsatisfactory behaviour, including bullying, which also involve parental action. There are rewards for pupils who are well behaved. Pupils are very aware of the behaviour expected of them. No oppressive behaviour, such as bullying or racism, was observed in the week of the inspection, and pupils are clear about reporting procedures and have confidence that appropriate action will be taken should bullying occur. Most pupils are courteous to each other and to adults. All parents who contributed to the questionnaire, or to the parents meeting, said that pupils are well behaved.

- 18 Personal development is good. The school has worked hard to develop the personal attributes of all its pupils. Children in the Foundation Stage make good progress in their personal and social development. Most pupils in Years 1 to 6 show initiative and are very willing to take responsibility. They respond very positively to the wide range of jobs they are given, for example, pupils from all classes come into school early to hand books out and to prepare for activities. In assemblies they operate the overhead projector and CD player. In assemblies, at mealtimes and in some lessons, pupils lead prayers. They are fully involved in the daily routines of the school and help each other when asked. It is clear that pupils make significant gains in confidence as they progress from the Foundation Stage into and through the school.
- 19 The majority of pupils form good, constructive relationships with each other and with their teachers, but a few pupils are intolerant and find it difficult to form relationships. Most pupils are capable of working well together, and most play well together. All are provided with the opportunity to be fully integrated into the life of the school.
- 20 Pupils reflect on, and most understand the impact of their actions on others. Personal, social and health education, 'circle times', and assemblies all provide opportunities for reflection on, for example, friendship, citizenship, being truthful and recognising right and wrong. However, a small minority of pupils still do not understand the impact that their attitudes or behaviour has on others, nor do they demonstrate a respect for the feelings, values and beliefs of others.
- 21 Attendance is satisfactory. In the last academic year it improved from previous years to be in line with national averages. Attendance is still affected by a small number of pupils with poor attendance and by parents taking holidays in term time and taking their children out of school. The level of unauthorised absence is broadly in line with the national average. Registration is efficient and recording of attendance is accurate. Pupils arrive on time for lessons, which results in a prompt start being made to learning, so that time is used effectively.

HOW WELL ARE PUPILS TAUGHT?

- 22 The quality of teaching is good throughout the school. This is an improvement on the situation found at the school's first inspection when 13 per cent of teaching was unsatisfactory, and, of the 87 per cent of teaching which was satisfactory or better, 14 per cent was good or very good. In this inspection, 57 lessons were observed, and no lessons were judged to be unsatisfactory. In 23 per cent of the lessons observed, teaching was satisfactory, in 53 per cent teaching was good, in 17 per cent, it was very good, and in seven per cent, it was excellent.
- 23 In the Foundation Stage, good teaching is rooted in the hard work that teachers do to create a secure and welcoming environment to foster the good relationships which exist. Teachers have high expectations for the children's behaviour and efforts, and have a good understanding of how young children learn. Teachers are well supported by nursery nurses and other non-teaching assistants who are involved effectively to promote attainment and progress. The six areas of learning identified for children under the age of five are covered well.
- 24 The best teaching in the rest of the school takes place in Years 2 and 6. In these classes, thorough lesson planning and imaginative and stimulating learning tasks result in learning of high quality. Pupils' interest and attention are engaged

effectively so that they concentrate well for long periods and try hard with their work. Rigorous but supportive questioning tests and extends pupils' understanding and great care is taken to involve all pupils in learning and give them every opportunity to make progress. Very good use of praise motivates pupils and gives them the confidence to make further efforts. Lessons move along briskly and interesting learning resources and teaching methods capture pupils' imaginations. Charismatic teaching and clear learning objectives underpin the very good learning experiences from which pupils' benefit.

- 25 For example, in an excellent history lesson in Year 6, pupils watched a video of life in Victorian times, which linked to a visit that the class had made to experience a day as Victorian school children. The lesson provided them with opportunities to seek evidence from different sources and a challenging worksheet provided by the teacher was effective in helping pupils to organise their thoughts. The class teacher had high expectations for her pupils' behaviour and concentration, and pupils were expected to complete and take a pride in their work. Her clear instructions meant that all pupils, including those with special educational needs, were fully included in the learning. Similarly, in an excellent geography lesson in Year 2, the teacher shared the learning objectives with the pupils, so that everyone knew what they were expected to do and why. Her explanation was clear but brisk and she regularly revised teaching points to check understanding. Her careful questioning ensured that all pupils were involved fully in learning and anticipated and successfully defused potential difficulties with pupils who had short concentration spans. This highly effective lesson was rooted in positive and supportive relationships with pupils. The very high quality learning that resulted meant that pupils were attaining at a level which was well in advance of that normally found for pupils in the first half of their second year of work on the National Curriculum. An excellent review of the lesson in the last few minutes identified what had been achieved and set targets for learning in the next lesson.
- 26 Overall, teaching and learning benefit from carefully planned lessons, which identify clear learning objectives that are shared with pupils. Previous learning is used well to provide a basis for further learning. Lessons are well timed and paced so that pupils' attention and interest are engaged effectively. Teachers have good questioning skills so that pupils' knowledge and understanding can be tested and reinforced. Classes are managed well, and the school has strategies to deal with pupils whose concentration spans are limited. While the adverse effect that they have on other pupils' learning is minimised, teachers have to spend time managing their behaviour which they could spend promoting the progress of other pupils. The quality of marking is good throughout the school. It is regular and thorough, and useful comments, which point the way to further progress, are routinely included. The use of analysis of assessments to identify areas of weakness which need to be addressed in future teaching and learning is most effective in mathematics. It is being developed in English, but its use in the other subjects of the curriculum has barely begun.
- 27 Where teaching is satisfactory in the Foundation Stage, support staff could be used to better effect. In the rest of the school, where teaching is satisfactory, this is often a balance in a well planned lesson between the majority of the class making sound progress, and the teacher having to spend too much time managing the behaviour of a minority of pupils with short concentration spans. As a result, pupils do not learn as much from the well-planned lesson as they might. On other occasions lessons are interrupted for such activities as changing library books so that the lesson never has sufficient momentum for the quality of learning to be good.

- 28 The quality of teaching in English is good throughout the school. It benefits from the school's successful use of the National Literacy Strategy, which is being used effectively to raise attainment. Mathematics is taught very effectively in Years 1 and 2, and effectively in Years 3 to 6. The National Numeracy Strategy is being used to good effect to raise standards throughout the school. The teaching of science is good overall in Years 1 and 2 and very good in Years 3 to 6. The increased emphasis on experimental and investigative work is having a positive effect on attainment. The quality of teaching in information and communication technology has improved since the school's first inspection and is now very good overall. Teachers are using information and communication technology more effectively to support teaching and learning in the other subjects of the curriculum.
- 29 Pupils with special educational needs are identified as quickly as possible in the Foundation Stage or when they join the school. Pupils on stages 2 to 5 of the special educational needs Code of Practice are assessed by the special educational needs co-ordinator who decides what support is required. The co-ordinator and class teacher design the pupil's individual education plan which sets short term targets for the pupil to work towards. These are shared with the pupil and the progress being made towards them is monitored carefully. When sufficient progress has been made, new targets are agreed. Class teachers work very hard to support pupils with special educational needs, and they receive effective assistance from all support staff. The school has good strategies to support pupils with special educational needs and, as a result, they make good progress in relation to their previous levels of attainment. The school makes every effort to include all its pupils in all aspects of teaching and learning.
- 30 The hard work and careful planning undertaken by teachers throughout the school mean that pupils enjoy a good quality of learning experiences overall. The quality of learning is good in the Foundation Stage and Years 3 to 6, and very good in Years 1 and 2. Most pupils make a good effort with their learning, are keen to be involved in lessons and to give of their best. They have a good understanding of what they are learning and why because teachers share the learning objectives of lessons with them. As a result, pupils are acquiring knowledge, skills and understanding well. These factors account for the improvement in standards of attainment since the last inspection, and particularly between 2000 and 2001. The school's improved systems for evaluating and analysing its work mean that it is in a good position to continue to improve the quality of teaching and learning.

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

- 31 The quality of the curriculum is good overall and meets statutory requirements. It promotes pupils' intellectual, physical, social and personal development and prepares them well for the next stage of their education.
- 32 Planning for the curriculum is based on nationally accepted schemes of work, which the school has adapted effectively to meet the needs of its pupils. Appropriate opportunities for staff training are built into the school development plan and effective use is made of teachers' interests and expertise. All subjects now have a policy and a scheme of work. These provide good guidelines for medium and long term planning and include clear and concise learning objectives, which most teachers now share with pupils at the beginnings of lessons.

- 33 All teachers use the guidelines of the National Literacy and Numeracy Strategies effectively and these have been implemented successfully throughout the school. They are having a positive impact on standards of attainment in English and mathematics. Teachers' weekly and daily planning for literacy and numeracy contains good detail and makes a strong contribution to the quality of teaching and learning in these subjects.
- 34 Pupils with special educational needs follow the same curriculum as other pupils, through tasks which are adapted well to suit their learning needs. Their curriculum is related to targets set out in individual education plans and the good quality of teachers' planning with support assistants, ensures that pupils are presented with learning opportunities which bring success. The quality of support given to pupils throughout the school with special educational needs is good and the level of monitoring of their progress is also good. The support for the pupils with special educational needs in the Reception class is very good. A few pupils, especially those with particular behavioural problems in Year 2, would benefit even more if support was available on a full time basis. A detailed and comprehensive register of special educational needs is kept by the co-ordinator for this area and appropriate individual education plans are provided for pupils on the register. Although there is some withdrawal of pupils from classes for support, this is kept to a minimum. Teachers are aware of the need to ensure that pupils do not miss any lesson regularly. The positive family atmosphere of the school promotes the effective inclusion of pupils with special educational needs into every aspect of the school's life. Some teachers, for example, in Year 6, are very skilled in including these pupils fully in all the lesson's activities.
- 35 A satisfactory range of extra-curricular activities is provided for pupils. During the inspection, the French club was very popular with 44 pupils present, and over 30 pupils attended the choir rehearsal. The two teachers made the activities very interesting in the French club, and all pupils gained in knowledge whilst enjoying a very friendly session. Two parents organised football training for boys and girls, which was well supported. The school choir was preparing to join hundreds of other pupils from the Manchester area for a Christmas Concert. All the members of the choir were very excited because this is to be televised this year. There are also clubs for sewing and other sports in season. Good opportunities are provided to support attainment for pupils with particular needs, for example, the Springboard sessions in mathematics for Years 4 and 5.
- 36 Provision for pupils personal, social and health education is satisfactory. The personal, social and health education curriculum includes health education, which starts at an early age. The school nurse provides pupils with advice about the dangers of drugs. The governors' policy is that the school should not teach sex education. The curriculum for religious education and collective worship meets statutory requirements. The school provides sound opportunities for all pupils to prepare them for the responsibilities and experiences of life. The curriculum aims to develop pupils' abilities to relate to others, to work for the common good, to respond to opportunities, challenges and responsibilities, and to cope with change. This supports the pupils' spiritual, moral, social and cultural development well.
- 37 A central feature of the school's work is its determination to value all its pupils and to include them in all aspects of its work. This is underpinned effectively by the school's

special needs policy. All pupils have equal access to the school's curriculum and to activities outside lessons.

- 38 The school's overall provision for pupils' spiritual, moral, social and cultural development is good. This is an improvement since the previous inspection. The school makes good provision for pupils' spiritual development. Positive contributions are made by religious education and art and design, and by curriculum areas such as science, in which pupils are introduced to the wonders of the natural world. For example pupils in the Year 1 class were filled with awe and wonder when they watched a video of animals and their young. Discussions in many subjects help pupils to understand and develop spiritual awareness. Assemblies make an excellent contribution to pupils' spiritual development. The strong community spirit, which pervades assemblies, strengthens the messages of celebration and care which are their central themes. The quality of the pupils' singing, and their enthusiasm for the hymns they sing, strengthens the spiritual dimension of these assemblies.
- 39 The provision for moral development is good. All adults encourage positive approaches to behaviour and the school's discipline policy reflects this. Pupils are helped to understand the difference between right and wrong and to appreciate the consequences of their actions on others and themselves. There is a strong emphasis on good behaviour throughout the school. Staff aim to create an orderly environment and to help pupils to become responsible members of the community. However, in a few classes, a very small number of pupils, although they are managed well by all staff, do not respond well at times, or co-operate with their teachers. Collective worship makes a valuable contribution to pupils' moral development. The whole ethos of the Nursery and Reception classes and the main school is to create an atmosphere for work and learning within a happy and caring environment. Pupils with special educational needs are included in all activities and are valued by the whole school community.
- 40 The provision for social development is very good. There are clear systems that ensure that all pupils are made welcome throughout the school. Pupils are encouraged to work together in lessons and to share ideas in a collaborative way. For example, in a Year 5 science lesson, pupils were observed sharing ideas and working well together in a friendly way while conducting experiments to learn that air resistance is a force that slows down a moving object. Pupils are regularly given opportunities to take responsibility in many parts of school life, for example, by clearing away equipment or preparing for assemblies and lessons. The good relationships between all members of staff and pupils help to create a positive atmosphere and to develop this provision further.
- 41 The school makes good provision for pupils' cultural development. This is an improvement since the previous inspection. Pupils study their own local area visiting places of interest such as Dunham Massey Hall to enjoy a day as Victorians and Bramall Hall to learn more about the Tudor period of their history. Pupils visit the city art gallery and the Lowry centre, where they attended workshops. Pupils visit the theatre annually and a theatre workshop visits the school to perform. Pupils enjoyed a visit to The Dome. Through religious education lessons, pupils study other religions such as Judaism, Islam and Hinduism as well as Christianity. This helps pupils to broaden their understanding of the diversity of the world in which they live.

- 42 The school nurse visits weekly for appointments with pupils. Parents value this contact and the school is keen for her role to be expanded to provide more assistance within the curriculum.
- 43 The school has satisfactory links with the wider community, which make a positive impact on the learning of pupils. A satisfactory range of cultural and community opportunities has been developed by the school. Worthwhile visits are made to local destinations by pupils, such as Trafford Ecology Park and the Manchester Museum of Science and Industry. The Nursery has recently visited the local church. A number of visitors, for example, church ministers and the Mayor and Mayoress have added to the quality of learning experiences. Pupils and parents are very active in charity fund raising, for example, for the Manchester Children's hospital, Red Nose day and the Society for the Blind. Although the school does not have a formal parents' association the school arranges events itself with the support of some parents, and these raise significant funds, which are used well to enhance the work of the school. The school makes an effective contribution as a partner in initial teacher training.
- 44 There is a good partnership with the youngest children and their parents and carers. Before they start Nursery, parents and carers bring their children to the Nursery to get used to the staff and the other children. This results in a caring and sensitive induction to the Nursery. It is clear that parents are most welcome and have good relationships with teachers and staff. These children benefit from the close links within the Foundation Stage, and progress smoothly into the Reception class.
- 45 Overall there are satisfactory links with the wide range of secondary schools to which pupils transfer. The transfer of records and attainment data is effective and pupils make an effective start in the next stage of their education. Transfer arrangements are handled sensitively and with appropriate care for groupings. The transfer of pupils with special educational needs is satisfactory. A weakness is that there is little curriculum liaison between primary and secondary schools.
- 46 There has been good progress in curricular provision since the previous inspection. The school is in a good position to go on to build on these improvements and enrich its pupils' educational experiences further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 47 The school has satisfactory procedures for child protection and for promoting the welfare, health and safety of its pupils. However, there are safety concerns about the provision for children in the Foundation Stage.
- 48 The school has a health and safety policy. It emphasises the importance of health and safety and describes appropriate arrangements. Risk assessment is effective as a result of regular inspections of the school by management and the site manager. As yet there is no health and safety committee, but a governor has been appointed recently to oversee health and safety. The school is conscientious in promoting the health and safety of its pupils.
- 49 The headteacher and his colleagues work consistently, and with determination, to secure the best interests of all its pupils, to safeguard their welfare and to promote their development. Staff know the pupils in their care individually and show genuine interest in their welfare, which results in good relationships. This ensures that all can

work and play in a safe, caring, and secure environment. Supervision of pupils is effective in lessons, outside lessons, at mealtimes, and at play times.

- 50 There is a designated person responsible for child protection issues and all staff are aware of procedures. Local procedures are followed, pupils on the 'at risk register' are monitored, and there are appropriate and effective links with relevant external agencies and parents and carers. Child protection has a high profile and the school ensures that this issue is handled sensitively and effectively.
- 51 There are good procedures to promote, monitor and improve attendance, which have been used well to achieve a recent improvement in attendance. Good procedures are in place to communicate with parents. A few parents and carers still do not notify the school early enough to give reasons for absence. The education welfare officer visits the school regularly and is effective in using attendance data gathered by the school to investigate unauthorised and excessive absence.
- 52 The school has good procedures to monitor and promote good behaviour and to eliminate oppressive behaviour including bullying. Staff, including teachers, classroom assistants and midday supervisors, consistently apply the behaviour policy which is supplemented by the school's 'golden rules'. The vast majority of pupils are very aware of expectations and there is a most effective reward and sanctions system in place, which is used consistently by all staff. Good behaviour and attitude to work is recognised in classes and in assemblies. Poor behaviour is always dealt with. As appropriate, some pupils, mainly those with special educational needs, have behaviour targets, which are monitored with the aim of effecting improvements in their behaviour.
- 53 There are good procedures to monitor and support the personal development of pupils, which is based on the teachers' knowledge of individual pupils, close links with parents and the recording of progress in pupils' records of achievement. Information is used to develop the personal attributes of pupils such as confidence, initiative, taking responsibility, social skills, moral standards and the making of choices. Pupils' personal attributes are recognised with awards in assemblies such as courtesy badges. Personal, health and social education lessons and other curriculum opportunities, such as 'circle time', make a positive impact on personal development in areas such as healthy living and good citizenship. These lessons ensure that most pupils become increasingly independent, self confident and knowledgeable about themselves and healthy and safe living.
- 54 There are areas of very good practice in assessment of pupils learning, areas of satisfactory assessment of learning and some areas, which are unsatisfactory, as assessment is not, as yet fully developed and used.
- 55 Assessment in the Foundation Stage is thorough. It begins with an assessment of attainment on entry to the Nursery and is followed with regular ongoing assessments of progress. It is clear from teachers' records that the results of assessments are carefully used to adapt learning to meet the needs of individual pupils.
- 56 Assessment procedures in mathematics are excellent throughout the school. Detailed procedures and records of learning are in place. Assessments are thorough, are analysed meticulously, and teachers make good use of this information to guide their planning for future learning. This ensures that pupils have support where required and are challenged when required. Provision of extra

teaching for pupils identified as experiencing difficulties in the subject has effectively raised the standards achieved by these pupils. Ongoing daily assessment in lessons is very effective, so that pupils have individual help and their teachers are aware of the progress that each one is making.

- 57 Assessment in English is developing well throughout the school, but some work remains to be done. Since the last inspection, the school has developed assessment procedures to monitor progress and to improve standards. The results of National Curriculum tests at the end of Year 2 and ongoing testing are carefully analysed, clearly documented and used well to identify targets for pupils. Teaching and learning is planned consistently to take the needs of pupils, as identified in this analysis, into account. The time and effort given to these procedures has had a clear and positive impact on raising standards. The recording of all information gained in Years 3 to 6 is meticulous. However, as yet, the process of closely analysing and using this information to plan special work for target groups or individuals, or to address general weaknesses in order to raise standards, is not established.
- 58 Assessment in other subjects is in varying stages of development. Procedures are beginning but they are not fully implemented. They are not effectively used to analyse the results of assessments in order to identify pupil's strengths or weaknesses and adapt provision for learning accordingly. Ongoing daily assessment is conscientious in all subjects and pupils receive good advice and guidance from teachers during lessons.
- 59 Throughout the school the marking of pupils books is regular and good. Teachers mark carefully, providing good encouraging comments and praise. They also provide important advice and guidance to pupils as to how they can improve their work, and identify detailed points for improvement. This enables pupils to know what to focus on in future work. It is clear that teachers also use the information they gain from marking to provide work directly relevant to the needs of individual pupils.
- 60 The assessment of pupils who have special educational needs is good. Initial assessment is quickly followed by individual plans for pupils, to tailor learning and provision to needs, using whatever support is required. Regular reviews ensure that pupils are making progress and developing in their learning. There are good working relationships with outside agencies. For example, the school values and uses effectively visiting teachers from the learning support service and the sensory impairment support service.
- 61 Overall, the school cares for its pupils well. Its procedures for assessing attainment and progress have improved since it was first inspected, but they are not consistent across all subjects. The school is now in a good position to put this into effect.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 62 Parents have very positive views of the school. Parents and carers are well satisfied with the quality and effectiveness of what the school provides and achieves. Parents have the view that pupils are making good progress. The majority of parents say that they are well informed about the progress their children are making, although a minority are dissatisfied about information about progress. The inspection evidence shows that there are satisfactory opportunities for parents to be informed about progress. The majority say that the school works closely with parents who feel comfortable about approaching the school with questions and problems. A minority felt that pupils did not have the right amount of homework although evidence from the inspection does not support this because appropriate and sufficient homework is set and provides satisfactory support to pupils' learning.
- 63 The quality, relevance and usability of general information provided by the school to parents and carers is satisfactory, and this is supported by regular letters and other school information. The school prospectus is well written, interesting, informative, and meets requirements. Parents spoken to during the inspection week agreed that they understood what was going on in the school. The reporting on progress for pupils with special educational needs is good. Most parents of pupils with special educational needs are supportive, involved and attend the review meetings. Parents are always invited to reviews for pupils with statements of special educational needs. The reporting on progress for other pupils is satisfactory. Annual reports to parents describe achievement and progress, which are now linked appropriately to National Curriculum attainment levels. Targets are set for each pupil and there is opportunity for parents to comment. The school provides opportunities for meetings with parents, and they are always encouraged to contact the school if they have particular concerns.
- 64 The school has tried hard to promote and encourage links with parents and carers. The school is welcoming to them offering an open door policy, which parents are at ease with when approaching the school. Teachers are available to discuss pupils with parents and carers at the start and end of the day. However, it is noticeable that only a few parents provide help and support in the life of the school. The few parents, who do help in school, are highly valued and make a significant contribution to children's' learning.
- 65 Taken as a whole, the contribution of parents and carers to children's learning is satisfactory because the majority provide effective support, for example in reading and in encouraging their children to do their homework. However, a minority of parents and carers, are not sufficiently involved and make little contribution to their children's learning. The school has implemented home-school agreements which are making a useful contribution to attainment and progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 66 The school has an effective ethos which is reflected throughout its work. Essentially, it is to provide pupils with a safe and secure environment in which they develop individually, and learn effectively so as to reach their potential and become valuable and contented citizens.

- 67 The headteacher provides good leadership and management. He is constantly about the school and is a figure of reassurance and stability. He has led the school successfully through some difficult developments and has succeeded in raising levels of attainment. This is the result of creating a united staff team with a good level of commitment to improvement. This is reflected in the good improvements in the National Curriculum test results achieved by eleven-year-olds in 2001, and the good progress made by pupils throughout the school.
- 68 The headteacher receives good support from his recently appointed deputy and from his co-ordinators for the Foundation Stage, Years 1 and 2, and Years 3 to 6. These teachers constitute the senior management team which meets as needs arise. It has no formal agendas, but addresses issues as they occur. There are no recorded minutes, but the outcomes of its discussions are taken to the weekly staff meeting for further consideration. This is a useful forum for debate, but is not as effective as it might be in analysing the school's strengths and weaknesses, determining priorities for future developments and monitoring and evaluating progress towards them. Much of this work is undertaken by the headteacher, and successfully addresses short and medium term issues, but the headteacher agrees that long term planning is less well developed.
- 69 The effectiveness of subject managers varies. The co-ordinator for mathematics is excellent and the subject is improving rapidly. The English co-ordinator has taken on this role recently, has identified areas for improvement and is developing strategies to move the subject forward. The subject manager for science only took on the role at the beginning of this term, and has identified the need to improve the assessment of pupils' progress. The subject manager for information and communication technology has recently taken on this responsibility and has reorganised the subject well. Religious education is managed well and this good management underpins the good standards of attainment being achieved. Many of the managers in other subject areas are new to their roles. This is because the recent appointment of the new deputy headteacher provided an opportunity for a redistribution of responsibilities, so that the school is in a transitional phase. However, the use of assessment to track pupils' progress and to plan future teaching and learning to achieve further progress is only developed effectively in mathematics. The school is aware of the need to develop this aspect of its work to the same impressive level in other subjects.
- 70 The school receives sound support from its governing body. Most governors have a connection with the school either as parents or by working in it in some capacity. Its system of committees is effective and induction is provided for new governors who are joining one of these committees. The governors' involvement in setting the budget and in monitoring expenditure, and in managing the curriculum is satisfactory. The governing body meets statutory requirements. Governors have a satisfactory and improving understanding of the school's strengths and weaknesses and are effective in seeking out best value from the school's expenditure.
- 71 The school uses new technology well. Its use in administration is well developed and is effective. It is used well to support learning in most subjects and its use is improving. Pupils throughout the school have sound skills in using computers and their use of the relatively new computer suite is building up these skills well. The school is in a secure position to develop the benefits it gains from new technology further.

- 72 Since its first inspection, the school has improved its procedures for strategic planning and these are now good. It has a sound culture of self-evaluation and is effective in identifying priorities for development. The school development plan is a useful working document which identifies time scales, the person responsible for an objective, the criteria for success, resource implications, how success is to be evaluated, and the outcomes from these evaluations. The plan is approved by the governing body, which monitors progress towards its objectives but plays relatively little part in its creation.
- 73 The responsibility for the management of development lies largely with the headteacher. The deputy headteacher is still developing her management role. All staff have 'professional time' when they are released from teaching. This is useful, but there is no whole school strategy for its use. For example, it is not used systematically to enable subject managers to evaluate the quality of teaching and learning in their subjects across the school. As a result, this time has no agreed purpose which will enable the school to make progress towards some agreed objectives. The school operates within a culture of openness and staff show impressive unity in supporting each other.
- 74 The school responds well to the needs of different individuals and groups of pupils. Equality of access and opportunity are key elements in the school's provision, and the school ensures that all pupils have the opportunity to be fully included in all that it provides. The management of special educational needs is effective and this is a good improvement since the school's first inspection. In response to a key issue in the previous report, the headteacher has become the special educational needs co-ordinator. He provides good leadership in this area of the school's work, and all staff support him in providing a good service for these pupils. There are very good links with support services. The governing body is fully informed and is appropriately involved with special educational needs. The link governor for this area visits the school and gives good support. The new resource centre for special educational needs has a welcoming atmosphere and has made a significant improvement to the provision. Resources are good and have been built up well in the years since the school's first inspection.
- 75 The school operates efficiently on a day-to-day basis. Its routines are straightforward and clearly understood. Pupils move quickly from one activity to the next. Finance is managed effectively by the school secretary and monitored by the finance committee of the governing body. The school accounts were last audited in May 1999. The audit report was largely supportive of the school's procedures, and its recommendations have been adopted. Funds received for specific purposes, for example, special educational needs, are used appropriately.
- 76 Teachers in the school are well qualified to teach the National Curriculum and religious education and the number of teachers is about average in relation to the number of pupils. Teachers are supported well by non-teaching assistants who are deployed effectively to support learning. However, the number of support staff available for Years 3 to 6 is below average, and this does not help pupils who have difficulty in concentrating and so tend to be disruptive. The headteacher has established effective systems for performance management, and these are contributing well to the professional development of staff. The school has very effective procedures for settling new teachers into the school, and makes a valuable contribution to initial teacher training.

- 77 The accommodation is inadequate for the school's current number of pupils. Many rooms are small for the numbers and ages of the pupils using them, and this inhibits teaching and learning. Many aspects of the accommodation provided for children in the Foundation Stage are unsatisfactory. Staff work hard to provide an attractive learning environment for their pupils and they are given good support by the site manager and his team who keep the building in good condition.
- 78 Resources for learning are unsatisfactory overall, and there are deficiencies in the learning materials available for a number of subjects including science, geography, history and religious education. The supply of musical instruments is limited, and there are gaps in the provision for children in the Foundation Stage. The school has no room available for use as a library where pupils can pursue individual research and develop skills as independent learners. The reading books that are available are unsatisfactory in both quantity and quality, and there are insufficient books to support learning in some subjects such as history and geography. Teachers make good efforts to make the best use of the resources available to them, but the lack of good quality resources for learning adversely affects their ability to provide a rich and stimulating curriculum.
- 79 The school has improved well since its first inspection, and the good progress that pupils make throughout the school has resulted in the much-improved results achieved in the National Curriculum tests at the end of Year 6 in 2001. The school is developing strategies which will put it in a good position to improve further when they are fully implemented.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 80 To improve standards of attainment and the quality of education further, the governing body, headteacher and staff should:
- (1) improve the quality of the learning resources available to the children in the Foundation Stage so as to stimulate imaginative learning, paying particular attention to the quality and safety of the external play areas; (see paragraphs 47, 77, 78, 85);
 - (2) improve the library provision, especially for Years 3 to 6, as a resource for independent learning and of information for learning in the foundation subjects; (see paragraphs 78, 85, 98, 104);
 - (3) improve the use made of assessment to promote pupils' progress in all subjects of the curriculum to the level already achieved in mathematics; (see paragraphs 54, 57, 58, 61, 69, 103, 123, 131, 135, 143, 151, 157, 163, 174);
 - (4) devise further strategies to manage the unsatisfactory behaviour of a few pupils in some classes which, in some lessons, disrupts the learning of others (see paragraphs 16, 19, 20, 26, 34, 39, 76, 150, 156, 161, 162, 172).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	30	13	0	0	0
Percentage	7	17	53	23	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)	15	203
Number of full-time pupils known to be eligible for free school meals	0	44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	17	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at National Curriculum level 2 and above	Boys	12	12	12
	Girls	15	16	16
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	93 (87)	97 (93)	97 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	15	16	16
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	93 (83)	97 (87)	97 (93)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	18	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	16	14	17
	Total	23	20	24
Percentage of pupils at NC level 4 or above	School	92 (73)	80 (69)	96 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	15	15	15
	Total	22	21	22
Percentage of pupils at NC level 4 or above	School	88 (73)	84 (73)	88 (81)
	National	72 (70)	74 (72)	82 (79)

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	3
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	3
White	161
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	27.1
Average class size	28.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	85

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	15
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	7.5

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	440,815
Total expenditure	431,852
Expenditure per pupil	1,886
Balance brought forward from previous year	13,457
Balance carried forward to next year	22,420

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	221
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	3	0	3
My child is making good progress in school.	58	42	0	0	0
Behaviour in the school is good.	39	61	0	0	0
My child gets the right amount of work to do at home.	34	42	11	0	13
The teaching is good.	53	45	0	0	3
I am kept well informed about how my child is getting on.	26	47	16	5	5
I would feel comfortable about approaching the school with questions or a problem.	61	39	0	0	0
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	29	42	18	3	8
The school is well led and managed.	53	47	0	0	0
The school is helping my child become mature and responsible.	50	45	0	0	5
The school provides an interesting range of activities outside lessons.	24	45	16	3	13

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

- 80 The Foundation Stage consists of a Nursery, which may be part or full time and a Reception class, which has full time attendance.
- 81 On entry to the Nursery, initial assessments show that the attainment of the majority of children is below average. Initial assessments in the Reception class show that, in some areas, children's attainment is a low average, but remains slightly below average in literacy and communication skills. These improvements are due to the structured teaching and provision that children receive during their Nursery Year. By the time they reach the end of the Foundation Stage, most of the present Reception children should just attain the standards expected for their age in all areas of learning. The school has maintained the standards of work and progress found when it was first inspected.
- 82 The quality of teaching is good in the Foundation Stage. Staff work hard and the warm, welcoming, colourful environment that they create, makes children's early experiences of school interesting, happy and positive. Good relationships and trust between children and adults allow them to explore ideas and be confident to ask for help. The teachers' knowledge of the early learning outcomes is secure, and short, medium and long term planning is good. This, in conjunction with continual formal and informal ongoing assessment, enables staff to plan learning and practical opportunities, which stretch children's thinking and demand concentration. Teachers have high expectations of children and the praise and encouragement that they give is rewarded in the success and achievement of the children. For example, when looking at an old teddy bear the teacher challenged the children to say what made it appear old, and they responded well, suggesting 'rough fur, patchy spots, torn foot' and comparing these with their new teddy. Staff work closely together and complement each other, keeping accurate records of progress. The nursery nurses provide good quality, competent and efficient support to teachers in the running of the unit.
- 83 Children make good progress in the Foundation Stage. They work hard and are keen to learn. When in class groups or small teaching groups, they concentrate on their work for a good length of time and the good relationships they have with staff make them confident and want to succeed. Children listen well and love to answer questions, putting up hands and learning to wait until asked. They are pleased to receive praise and will try even harder as teachers encourage and persuade them to make progress. In the Reception class, pupils who are not part of the specific teaching group are in the early stages of pursuing activities which will lead to progress towards the early learning goals.
- 84 Parents and school work closely together in the Foundation Stage. Parents bring children into the unit daily, sorting out their belongings and they have the opportunity to talk to teachers regularly. This enables any concerns to be immediately dealt with. It also reassures children and encourages them to be confident about coming into school.

- 85 The learning environments are unsatisfactory for children of this age. Although teachers work hard to make them colourful and interesting in order to support learning, there are many deficiencies. There is no acceptable library corner and there are insufficient books to interest children of this age. The outdoor area for the Nursery is unsafe; paving stones are uneven, there is high concrete edging from the grass to the play area, and drain surroundings are cracked and uneven. Internally, the Nursery cloakroom is too small and there are no washbasins in the toilet unit. and storage space is severely limited. The Reception children use a toilet which is some way from the class and not visible, their outside classroom is unsuitable as it floods easily and there is no adequate roofing. Teachers maximise the use they make of the resources available to them, but literacy and numeracy resources are inadequate to provide rich and stimulating learning experiences for the children.

Personal, social and emotional development

- 86 Children make good progress in their personal, social and emotional development. Teaching, learning, and care of children is good. Teachers encourage good behaviour and ensure that children feel safe and secure. Children interact well with each other, showing consideration and kindness, understanding how to respond, and being aware of the difference between right and wrong. For example, one child left out of the circle was distressed and another made a space for him saying 'we have to be kind to each other'. Children are well organised, and gain independence in managing themselves. They know where to place their coats and are able to prepare for physical education with growing expertise. They are settling well into the routines of school life because teachers make clear what is expected of them. In whole class sessions, children listen attentively, gently prompted by their teachers who have a good overview of their class. They put up their hands and take it in turns to ask a question. They respond well to teachers, helpers and visitors, tidy up and put things away, dress themselves satisfactorily and are usually in the right place at the right time. Children share equipment, taking turns in groups, and developing awareness of the needs of others, even those with differing views to their own. Children enjoy and respond positively to responsibilities in the unit - they collect and deliver registers, hold open doors, and hand out equipment.

Communication, language and literacy

- 87 Children make good progress in this area of their work, and teaching and learning are good. The use of good and varied language is promoted in all activities. In sharing sessions, children are encouraged to speak to the group and are learning to organise their thoughts into short sentences, sensitively supported by teachers and helpers. Children's vocabulary is limited and teachers take every opportunity to extend their language. Children know that print has a meaning and follow well known stories, enthusiastically joining in repeated lines such as the 'trip trap, trip trap' in the 'Billy Goat Gruff' story. This helps them to build up a simple sight vocabulary. A few children talk about pictures alongside print. Teachers place a good emphasis on reading and they are positive and encouraging in stimulating children's interest and enjoyment, especially in 'circle time' reading when children listen and concentrate attentively. Classroom book selections are inadequate to support teaching or to satisfy children's need for access to good books. Words and labels in the classroom help children to widen their vocabulary and many make good attempts at using these words. Early writing skills are taught in small, focused sessions with much individual help and structured guidance given by staff, so that children begin their letter formation correctly. Children are making marks, some are

beginning to form letters and a few are starting to copy teachers' writing to accompany their pictures, showing real progress in a short time.

Mathematical development

- 88 Teaching, learning and progress are good in this area of learning. Children have many opportunities to develop numeracy skills using a range of apparatus both in structured activities and in directed play situations, individually, and in groups. They use language correctly such as 'bigger than, smaller than' 'longer than' 'shorter than'. In a Reception class lesson, pupils understood the idea of 'medium' and used this word correctly to describe sizes. This was due to the very good way the teacher involved everyone in discussing possibilities, resulting in ideas and suggestions being considered and reasons given for acceptance or rejection. The children enjoy number-related songs and jingles, which consolidate their understanding of numbers and positional language. They are beginning to count forwards and backwards to 10. In general class situations, children are challenged to count for themselves and do so accurately. There are many areas with mathematical language around the room, and, when teachers sit with pupils to work on numerical skills, they encourage children to use and develop appropriate language. Playing in the sand, children use apparatus for capacity and are developing an understanding of the appropriate vocabulary.

Knowledge and understanding of the world

- 89 The quality of teaching, learning and progress is good. Pupils are offered experiences indoors and out which provide them with good opportunities to learn about their world. Policeman, firemen and road safety officers visit the Foundation Stage. Every day, children observe their world and record the weather. They talk about their journeys to school as they arrive and every opportunity is taken to involve them in considering directions and observing what they see. A spiritual and caring dimension is introduced to their understanding. Nursery children talked animatedly about their visit to the local church to share harvest gifts 'with very old people'. Their visit was linked with a bible story and the children listened and enjoyed what they heard.
- 90 Children have limited opportunities in information and communication technology, as they have to use the computer suite on a timetable basis. They would learn more quickly and effectively if they had regular, daily access to a computer in their classroom. While this inhibits their progress, they are still expected to reach the required standard by the end of the Reception Year.

Physical development

- 91 Teaching, learning and progress are good. Children work well and achieve well in this area of learning. They dress, undress, fold their clothes and put them in the correct place. They develop an awareness of space and are learning to control the way they move and to react to instructions that they receive. There is a good variety of apparatus and equipment and children experiment with shape, space and speed, learning what their bodies can and cannot do. The good use of support staff allows children to receive advice and encouragement. Those who may be unsure in a situation, are reassured so that they improve the quality of their work. Children understand and react appropriately to directions they are given. They are given a range of tasks to develop their physical skills in the classroom and they manipulate construction equipment with ease. Teachers successfully introduce children to a

variety of outdoor games to improve balance and movement and children thoroughly enjoy these experiences.

Creative development

- 92 Teaching, learning and progress are good. Children use paint to create original and colourful paintings in a variety of sizes and textures. Due to lack of space and equipment, children do not have continuous access to painting and making activities. They handle play dough with interest and describe what it feels like. When making music, children handle percussion sensibly and safely, and they make good attempts at following rhythms and patterns. They clearly enjoy their singing which is quite tuneful, and they are learning words for a good number of songs. They understand when a song begins and when it ends. Their work is celebrated in good displays throughout their classrooms. When taking part in role-play, children develop their range of vocabulary well.

ENGLISH

- 93 By the end of Years 2 and 6, standards of attainment in English are in line with the national average and are above national expectations in writing. National test results for the year 2001 show an improvement in the numbers of pupils attaining higher grades at the end of both Years 2 and 6. At the time of the inspection, figures for national comparisons were unavailable. This continuing improvement in standards is the result of good teaching, high expectations of pupils, and clear planning, based on the framework provided by the National Literacy Strategy.
- 94 Writing begins early with the copying of words and text in the Reception class, moving in Year 1, to simple independent writing which develops spelling skills and the ability to construct sentences and produce longer pieces of work. By the end of Year 2, punctuation and grammar skills are effectively applied in creative writing. Individually and in groups, pupils express ideas and responses, supported by teachers who enable them to convert these into good, correctly sequenced work. For example, following a discussion on puppet making, pupils created a list of instructions, and then discussed the order in which to present them, effectively evaluating their own work. Writing is regarded as a key skill, and teachers identify opportunities to practise it in many subjects. For example, in geography, Year 2 pupils have a village Post Office and properly structured letters are written to village residents, correctly addressed and posted for sorting. Similarly, in history, pupils produced good summaries of famous lives across the ages. Good opportunities to read and discuss a wide range of stories lead to imaginative writing, such as a group record of what pupils do during the day, entitled 'Dear Daddy'. This shows accurate sequencing of events, fluency, good use of vocabulary, and interesting content. Work on spelling, punctuation and grammar makes good progress and pupils apply this knowledge beyond set tasks to their wider writing activities. By the end of Year 2, the majority of pupils produce good, interesting and well-sequenced written work of a good length.
- 95 By the age of eleven, pupils are producing well-structured and good quality written work with accurate spelling, punctuation and grammar. Progress in writing is good from Year 3 to Year 6. For example, when looking at journalistic techniques, pupils in Year 4 think sensitively about the effect of writing on a newspaper's readership, and how the media can influence views. They decide that a headline requires 'bold letters to catch the eye' and 'a play on words to make the readers interested' in this.

They produce good, original, ideas for headlines. Pupils draft ideas efficiently and edit text well, making their own checklists which include, as suggested by a Year 5 pupil, 'checking punctuation and grammar, checking the sequence of events, making sure the paragraphs are okay and looking at the organisation of the work'. The variety of writing undertaken by Years 3 to 6 pupils is very good. For example, there are interesting and well constructed biographies of Queen Victoria, summaries of children's lives in Victorian times and good instructions, well-sequenced, of how to make musical instruments, with critical evaluations of success. A good range of high quality factual and informative writing, linked to other subjects, is used to accompany displays. Reading together as a class, pupils are introduced to different authors, helping them to become familiar with different writing styles. By the end of Year 6, pupils have acquired an understanding of the patterns that govern spelling and many are developing an interest in word meanings. Pupils, who have access to them, use dictionaries and the thesaurus competently, and teachers encourage pupils to search for interesting and unusual words to use in their work and to check their work for accuracy. In Year 6, pupils are competent in drafting, developing, revising and improving their work in a satisfactory time.

- 96 Throughout the school pupils are given good guidance and support with handwriting. They are taught how to sit properly, hold a pencil comfortably and correctly, and to form letters. Beginning with letters of varying shapes and sizes in Year 1, by the age of seven, pupils' writing is neat, careful and well presented. They are not taught to join handwriting until they reach Year 2. During Years 3 to 6, pupils develop the style and the speed at which they write well, maintaining neatness and accuracy. By the time they are eleven, handwriting is good, and pupils have individualised preferences and styles. The presentation of work is neat and readable.
- 97 Pupils in Year 1 struggle with reading aloud, and are building up their knowledge of sounds and strategies to assist them to interpret the text accurately. They enjoy looking at books and are very responsive when given individual assistance. They handle books correctly and are keen to learn. They read individually and in groups and teachers and class assistants give considerable help to each pupil. By the age of seven, pupils can build up simple words using different strategies. More able pupils are gaining in confidence, and their competence in using strategies to read words is improving, their reading is gaining in fluency and accuracy, and they are happy to talk about the stories they have read and those they enjoy. Pupils use both story content and the illustrations in books to identify new words. Many pupils enjoy looking at books and the school encourages pupils to take books home to read. Pupils would benefit from the provision of a better selection of books. The progress that pupils make in their reading is good, recorded clearly and efficiently, and used well by teachers to plan future tasks.
- 98 By the age of eleven, a minority of pupils read aloud fluently and accurately, recognising the requirements of various aspects of grammar such as commas, question marks, full stops and introducing expression into their reading. Many pupils, whilst reading the text fairly accurately, do not use any expression to show that they understand the flow of the text or take notice of punctuation, so that their reading is much less effective. Many pupils talk about favourite stories, particularly the Harry Potter adventures, describing the main characters and giving opinions on the content of the book. Pupils understand what reference books are for and have experience in using the limited resources of the school library to find information. Few pupils read

extensively outside school, and the minority who do are members of local libraries and are the most avid readers.

- 99 Throughout the school pupils are confident speakers. They are very keen at all ages to talk and to share their ideas with each other and adults. Speaking and listening are given strong emphasis in all lessons. From the use of single words, pupils in Year 1 develop their conversations and, by the end of Year 2, pupils are confident and express themselves clearly. By Year 6, pupils adapt their answers according to what they have heard. Throughout Years 3 to 6, pupils are encouraged to speak in many different situations, for example in assemblies, to visitors, and in lessons. Teachers are vigilant in correcting pupils' speech in unobtrusive and positive ways, giving them confidence to make further progress in more difficult situations. All pupils listen well, concentrating on what they hear, and their answers to questions demonstrate their efforts to understand.
- 100 Behaviour in lessons is good overall; pupils concentrate and try hard and respond well to their teachers' instructions. They gain in confidence to tackle their work as they get older, and ask questions when they are unsure. Pupils are polite, interested and responsive, taking turns to ask questions in lessons. They work quietly on their own and, when their work involves group or paired activity, they listen to others and contribute effectively to the group. Pupils are good learners; they are well motivated and enjoy the praise they receive for good work which encourages further achievement. Throughout the school, pupils make good efforts in their tasks and are pleased when they are successful.
- 101 Teaching across the school is good. Teachers plan well, taking account of the needs and levels of all pupils. This results in learning activities which are relevant to pupils' learning, and leads to positive responses from all pupils. Teachers use their good subject knowledge to deliver the elements of the National Literacy Strategy effectively. Where support staff give assistance, it is a strength because of the good co-operation between all staff when planning and delivering lessons. These are delivered well, and teachers are very good at ensuring that pupils understand their work, and are patient and supportive of pupils who find the subject difficult. Through the good use of continuous challenging questioning, teachers encourage pupils to develop ideas and gain confidence to express themselves clearly. Teachers have high expectations for pupils, praising and encouraging them throughout the lesson, while responding to pupil's contributions and valuing their ideas. As a result, pupils are keen to succeed and are well motivated to achieve. Homework is used appropriately to support learning.
- 102 Provision is adapted for pupils who have special educational needs of any kind and teachers all work hard to successfully provide a rich learning environment for all pupils, in which all have equal chances to achieve their potential.
- 103 Since the last inspection the school has developed assessment procedures to monitor progress and improve standards. These are used effectively in Years 1 and 2 to identify targets for pupils and to take the needs of all pupils into account. The time and effort given to these procedures has had a clear and positive impact on raising standards. The recording of all information gained in these years is meticulous. However, as yet, from Year 2 to Year 6, the process of closely analysing and using such information to plan work and to target groups to address individuals or general weaknesses in order to raise standards, is not established. Teachers mark work effectively and the detailed feedback given is an important factor in helping pupils to improve their standards. In the best practice, teachers tell pupils

which aspect of writing is to be given priority in marking, so that they can concentrate on that aspect as they write. Teachers' comments are supportive and helpful, and provide advice which encourages pupils to rethink certain aspects of their work.

- 104 A new subject manager has accurately identified areas for improvement and is establishing systems to monitor teaching and learning, and she is beginning to use the results of these to raise attainment. Records of teachers' planning and pupils' progress and achievements are recorded meticulously. There are sufficient resources to support the teaching of skills in English, but insufficient books throughout the school to offer pupils varied and rich reading experiences. Library provision is unsatisfactory. There are insufficient books of all types, and those available are largely old, and many are well worn. The library is not used as an area for teaching library skills. Both the infant and junior libraries are part of general thoroughfares, and so are not suitable areas to promote effective independent learning.
- 105 Standards of attainment in English at the end of Years 2 and 6 in 2001 were higher than those found in the report of the school's first inspection. The school is in a good position to go on to improve further.

MATHEMATICS

- 106 In the National Curriculum tests in mathematics at the end of Year 2 in 2000, the school's pupils attained standards which matched the national average and were better than the average attained in schools which draw their pupils from similar backgrounds. The results attained by the school's pupils in 2001 were broadly similar.
- 107 At the end of Year 6 in 2000 in the National Curriculum tests in mathematics, the school's pupils attained results which were below the national average but matched the average achieved in similar schools. The proportion of the school's pupils attaining the national expectation of level 4 at least was very close to the national average, but the proportion attaining the higher level 5 was below the national average, and this lowered the overall average. In 2001, the school's results improved markedly at level 5 and the proportion of pupils attaining at least level 4 also improved. These results are above the national average and the average attained by pupils in similar schools.
- 108 An analysis of pupils' work in different year groups shows that attainment is normally at least at the expected level and that many pupils throughout the school are ahead of the expected level. Attainment is above average at the end of Years 2 and 6. Pupils are secure in their use of number and in their use of addition, subtraction, multiplication and division. The mental mathematics sessions at the beginning of lessons are being effective in increasing pupils' confidence and speed in number calculations. Pupils have above average skills in solving mathematical problems which are expressed in words. This is because they are introduced to these kinds of problems early, and given regular opportunities to practise them. Pupils' competence in other areas of the subject such as shape, space and measure is sound. Good opportunities are taken to link different aspects of the subject. For example, pupils in Year 6 understand clearly that decimals, fractions and percentages are different ways of expressing the same concept. Pupils' good grasp of mathematical concepts is reinforced well by the opportunities that they are given

to practise different elements of mathematics in subjects such as design and technology, geography, history and science.

- 109 Throughout the school, pupils have good attitudes to mathematics, and these are sometimes very good and, occasionally excellent. Pupils are well motivated by the challenge of the work that they are asked to do. As a result, they work hard with a good level of interest and concentration. Relationships between pupils and between pupils and adults are mostly good, and pupils support each other well in their learning. Some pupils show good initiative in suggesting ways to tackle problems. Because of the way in which adults encourage them, pupils are not afraid to 'have a go', and are not worried that they might be wrong. Pupils of different abilities are often given different levels of work so that they have the right level of challenge. As a result, all pupils including those with special educational needs, make good progress in their learning.
- 110 The quality of teaching is very good for Years 1 and 2, and good for Years 3 to 6. Teachers have good subject knowledge and understanding and use the National Numeracy Strategy confidently to raise attainment. Lessons move at a brisk pace and present a good level of challenge so that pupils are motivated to concentrate in order to meet the challenge. For example, in an excellent lesson in Year 2, the teacher had provided a range of resources to enable pupils to construct different two-dimensional shapes. As a result, the pupils' understanding of the properties of different two-dimensional shapes was reinforced successfully, and the teacher's lively and charismatic approach resulted in excellent progress in learning. The teacher's skilled use and involvement of non-teaching assistants enabled all pupils to be fully included in the lesson. Therefore, attainment was above the level expected.
- 111 Similarly, in a very good lesson for Year 6, all pupils were included in successful learning. The teacher ensured that all pupils understood the purpose of the lesson and her final question was 'have we achieved our learning objectives?' so that pupils were encouraged to evaluate their own learning. The teacher had excellent strategies to include lower attaining pupils by always ensuring that they understood how problems were being solved. They were given praise for successful efforts, and all derived full benefit from all aspects of the lesson. As a result, pupils worked with impressive concentration and showed initiative in tackling new work on fractions. The knowledge and understanding of all pupils was reinforced very effectively by the skilful management of the lesson.
- 112 A strength of teaching throughout the school is the quality of the marking. Pupils' work is marked regularly and thoroughly, and there is good analysis of pupils' strengths and weaknesses. Good work is celebrated, and useful suggestions are made for further improvement. There is clear evidence of pupils making progress and gaining in confidence during the year.
- 113 The curriculum is broad and balanced and all elements of the National Curriculum are covered. Long and medium term planning shows that good opportunities are taken to reinforce pupils' understanding by referring back to previous work. The school makes excellent use of information from assessments including the National Curriculum tests at the end of Years 2 and 6, and the optional tests at the end of Years 3, 4 and 5. This information is used to identify any areas of weakness so that future teaching and learning can address them. Assessment is a strength in this subject and is used effectively to guide the planning of future work for different ability

groups. For example, the progress that pupils make in mental skills is tracked so that future work can be planned.

- 114 The management of the subject is excellent. The subject manager monitors attainment and progress thoroughly and takes action to support colleagues in tackling any areas of concern. Teaching and learning in mathematics are now at an impressively secure level and information and communication technology is used well to support learning. The school is in a strong position to go on to improve further.

SCIENCE

- 115 By the time pupils reached the age of seven in 2000, teachers judged that the proportion of pupils reaching the expected levels was close to the national average, and average when judged against similar schools. In 2001 there was a marked improvement in teachers' assessments and these place pupils' attainment well above the national average and the average achieved by pupils in similar schools. Inspection findings are that this improvement has been maintained. The majority of pupils in Year 2 are on target to attain the national average by the end of the academic year 2001-2002.
- 116 By the time pupils reached the age of eleven in 2000, their performance was below the national average but in line with the average for similar schools. In 2001 the improvement in the National Curriculum test results was impressive, with almost all pupils reaching the national average and a significant number of pupils reaching the higher level 5.
- 117 This improvement in the pupils' results in 2001 at the ages of seven and eleven can be explained by the strong and effective emphasis on teaching scientific skills which has been developed in all classes throughout the school. This is a result of the introduction of more investigative work and the very good teaching of science in both Year 2 and Year 6.
- 118 Pupils move from the Reception class with a sound knowledge and understanding of the world around them. They build effectively on this knowledge in Years 1 and 2 through the carefully planned opportunities for them to use their investigative skills to extend their scientific understanding. Year 1 pupils studied the growth of rabbits, swans, dogs and humans by watching a video. They were able to link the adults and young on a chart. The more able pupils wrote the names of the animals next to the pictures. The teacher in Year 2 effectively linked the science lesson with the development of pupils' personal, social and health education with a very dramatic presentation of the difference between medicines and drugs. Pupils made very good progress in their knowledge and understanding and were provided with opportunities to discuss the differences they had discovered before beginning to write a booklet about what they had seen, heard and understood. This made an important link with their literacy development.
- 119 Pupils continue to make good progress in their learning as they move through Years 3 to 6. They have a structured approach to carrying out investigations and making accurate recordings. An analysis of work carried out during the previous academic year showed that pupils had completed a good range of work which increased in difficulty over time. During the inspection, Year 6 pupils were observed studying micro-organisms and their effect on food under a variety of conditions. Clear

headings showed that the pupils understood the importance of planning an experiment very carefully according to a set pattern. When asked about their work, pupils accurately recall information from previous lessons. They show that they have a growing scientific vocabulary and that they are acquiring a good range of investigative and experimental skills. Pupils predict what they are likely to find out and use their scientific knowledge to explain what they have discovered. During the inspection, Year 5 pupils carried out an experiment to show that air resistance slows down a moving object. Pupils discussed what would be a 'fair' scientific test before deciding on the form the experiment would take. This is not an easy class to teach as a significant minority of pupils find it very difficult to listen and pay attention to what the teacher is saying. However, in spite of rather more noise than was necessary, the experiment was carried out successfully by the pupils working in threes and being very well supported by their teacher, who challenged the pupils to work carefully, predict what might happen, and record their results accurately. Towards the end of the lesson, the teacher brought all the class back together and each group was encouraged to explain to the class what they had discovered. This gave pupils, including those with special educational needs, an opportunity to tell everyone what they had accomplished. Pupils showed good understanding of the scientific principles that they had confirmed.

- 120 Pupils throughout the school, including those with special educational needs, make good progress in their acquisition of knowledge and understanding of the aspects of science that they are studying. This is mainly due to the significant improvements that have been made since the previous inspection to the quality of teaching and the increased opportunities for pupils to find things out for themselves through experimentation and research.
- 121 In the lessons observed during the inspection the teaching was never less than good, and, in three quarters of the lessons, it was very good. Teachers have very high expectations of pupils and provide very effective teaching. An analysis of work throughout the school indicates that teachers generally teach science well. They show good subject knowledge, and lessons are carefully planned to match the requirements of the National Curriculum. Teachers share what is to be learned during the lesson with the pupils so that they understand the purpose and relevance of their work. Skilful questioning is used to check pupils' knowledge, to develop their thinking skills and to extend their understanding of scientific language. Pupils are encouraged to find things out for themselves, tasks are challenging, and effective use is made of investigative work. The teaching of pupils with special educational needs is good. They receive good help from their teachers and support staff and are included in all parts of the lessons. However, there is a shortage of extra support for teachers in the Years 3 to Year 6 classes. The good teaching has a significant impact on the quality of learning and is reflected in the attitude of most pupils, who are eager to learn. They handle equipment and resources with care and respect, help each other, take care in the presentation of their work and show interest, enthusiasm and excitement when involved in investigation.
- 122 The policy statement and scheme of work comply with the programmes of study of the National Curriculum. The scheme, based on national guidelines, is now being used well and assists teachers in their planning of lessons that successfully match the learning needs of pupils.
- 123 At the time of the inspection the co-ordinator had only taken responsibility for science five weeks previously. She has already identified the need to improve further the assessment of the pupils' performance and is carrying out an audit of

learning resources. These are inadequate and there is insufficient use of information and communication technology to support learning in science.

- 124 Since the previous inspection, good progress has been made in science. The introduction of the new scheme of work has provided teachers with a good structure and assists them in planning lessons which build on previous knowledge, skills and experiences. The increase in opportunities for pupils to be involved in scientific investigations has enabled them to increase their understanding of the subject well. The school is in a strong position to maintain its present impressive standards.

ART AND DESIGN

- 125 By the end of Years 2 and 6, pupils' standards of attainment are in line with those expected for pupils of this age and there are examples of good attainment in some areas. Good progress is made in the acquisition and use of skills in activities undertaken throughout the school for all pupils, including those with special educational needs.
- 126 Only a limited number of lessons was seen during the inspection due to timetable restrictions but pupils' work was observed in sketchbooks, in folders and in displays around the school.
- 127 In the lessons seen, pupils were working well and enjoying the tasks given. This was the result of good teaching. The teacher understood the subject well, teaching was lively and interesting and engaged pupils' interest so that they listened, concentrated and applied themselves well to their work, discussing their progress and sharing ideas as to how to improve. Pupils' block prints in colour against contrasting backgrounds show a good sense of originality, colour and pattern.
- 128 During their time in Years 1 and 2, pupils experiment with a good range of materials and techniques, and make good progress. They visit local art galleries and, inspired by the architecture at the Lowry centre, Year 2 pupils produced a variety of textured rubbings, which they joined into a large-scale collage to represent the surfaces they found at the centre. Working with art crayons, pastels and charcoal, pupils experiment with lines of different thickness and size, creating original and colourful patterns. Pupils produce miniature drawings and paintings which are accurate in detail and colour. Using half an object, they paint the remaining half as an exact match, showing good attention to detail and close observational skills. In Year 1, pupils' self-portraits show a developing awareness of shape, space and accuracy. Pupils create interesting and original collages, choosing materials, arranging colours and textures and designing effective and colourful patterns. They use the paint programme on the computer to create a variety of possible designs for the coat worn by Joseph in the Bible story. However, there are few examples of modelling of different sizes using different materials.
- 129 As pupils move through Years 3 to 6, their range of understanding and development of skills progresses satisfactorily. Pupils recall and create images from memory in finer detail, and close observational drawing in sketchbooks develops well, with shading and cross-hatching techniques in various pictures, showing the progress they make in interpreting what they see. Pupils produce paintings on different scales, some small and detailed, some part of a larger group work and some are large full-scale paintings. Researching the work of Klimt, pupils each created part of a very large poster which is displayed in the school hall. Pupils in Year 6 have produced gentle colour washes in the style of the Impressionists, detailed paintings

using the techniques of Surat and bright colour-block posters in Op-Art style. Using the Dazzle programme, pupils designed and printed a selection of witty and original alternatives for modern postage stamps. Work with textiles is limited, although some pupils develop sewing skills and, by Year 6, they design patterns such as butterflies and flowers, working them in cross-stitch using a selection of vibrant colours.

- 130 Given the limited amount of teaching seen, it is not possible to come to a judgement about the quality of teaching. However, the analysis of work in sketchbooks and in displays around the school suggests that this is at least satisfactory.
- 131 There is a new scheme of work in the school and teachers' planning is thorough and follows the scheme. There is no co-ordinator to manage the subject and little assessment of progress is in place. Resources are satisfactory. The standards found when the school was first inspected have been maintained.

DESIGN AND TECHNOLOGY

- 132 It was only possible to observe one lesson in design and technology as the subject shares the available curriculum time with art, which was the focus during the inspection. However, by looking at finished products and talking to pupils and teachers, it is clear that attainment is as expected at the ages of seven and eleven. Standards are similar to those observed at the time of the previous inspection.
- 133 Pupils are taught the correct design processes from an early age. They plan their work, consider materials, change and adapt their work to overcome problems, produce a good quality product, and evaluate the success of their efforts. Year 1 pupils had visited a local playground before designing and making models of apparatus on their return. This gave them an opportunity to have a careful look at how the equipment actually worked before they attempted to design their own models. Year 2 pupils had worked hard to design and make Joseph's coat of many colours. They had used the computer to design it and enjoyed stitching the coats to produce the finished product. The collection of photo frames, which Year 3 pupils studied to give them ideas for their own which they went on to make, was very impressive. Pupils were very keen to discuss the designs. Year 4 combine their design and technology lessons with science making use of their knowledge of electrical circuits to design and make a variety of torches to be used for different purposes. Year 6 usually focus on designing and making fairground roundabouts but during the inspection pupils were very keen to talk about their recent visit to Dunham Massey Hall where they had taken the part of Victorians and made a variety of artefacts such as soap balls, cheese and bread. Their lesson in design technology was ruined when the connection to the Internet broke down just as they started their research into musical instruments. However, the teacher immediately made other excellent plans and the pupils were able to complete their research on another day when the fault had been rectified.
- 134 It is not possible to judge the teaching of design and technology on the strength of one lesson but an obvious strength of teaching is the careful planning and the efforts all teachers make to include all pupils, including those with special educational needs, fully in the learning. Some of these pupils find this subject especially interesting. The subject helps all pupils to improve their knowledge and also increase their self-esteem and social skills. Other evidence shows that teachers throughout the school have a good understanding of the need to involve pupils in all aspects of design and planning for designs to support their work in other subjects. Pupils of all ages and abilities appreciate this aspect of the subject. Pupils who find

difficulty in reading and in formal writing enjoy making designs and gaining practical making experiences. The range of activities and the obvious relevance to pupils' experiences is good. For example, the money containers designed in Year 5 led to an enthusiasm for creativity.

- 135 The co-ordinator has only had responsibility for the subject for a few weeks but has an interest in the subject and is aware that assessment opportunities need to be built into the subject. The school is in a good position to improve further.

GEOGRAPHY

- 136 By the end of Year 6, attainment is above average for pupils of this age and at the end of Year 2 attainment is well above the average normally found. There are examples of excellent attainment in the use of mapping skills in Year 2. Progress made by pupils in Years 1 and 2 is very good and that of pupils in Years 3 to 6 is good. Junior pupils have slightly less time for this subject than infants, due to the recent emphasis on literacy and numeracy. Pupils with special educational needs make good progress in terms of their prior attainment because of the good support which they receive. Teaching observed up to Year 2 was excellent, and that observed from Years 3 to 6 was sound with good features. Pupil's attitudes to learning are excellent in the infants and good in the juniors. All of these judgements are improvements on the situation found at the previous inspection.
- 137 The needs of all pupils are taken into account in lessons and questions are used to ensure pupils with special educational needs understand what is required. Extra assistance is readily available and work is adapted according to pupils' needs, so that all pupils have equal opportunities to succeed.
- 138 By the end of Year 6, pupils have a wide knowledge of different geographical localities at home and abroad. They have developed a good range of skills, present their work well in a variety of ways and use a good geographical vocabulary. Using the locality as a primary source, pupils have produced questionnaires, canvassing the views of parents and local residents on changes, and making good summaries of the results. Following visits to the Trafford Centre Rainforest Café and retrieving Internet information, good work has been produced on climate, vegetation, population and use of the rainforests. Pupils prepare detailed maps on a range of scales when presenting their findings. Awareness of the problems found in these areas resulted in pupils raising money to support the rainforests. Pupils compare and contrast the rainforest with their locality, describing clearly the similarities and differences. Pupils in Years 3 to 6 effectively use symbols and keys in map work, and are competent in using co-ordinates, drawing detailed and informative maps and plans. Studying the course of a river to the sea, pupils show that they have a good understanding of the effects of water on landscapes. Year 3 pupils compare and contrast world weather patterns, leading to discussions on how weather affects lifestyles and population. Their recording of world weather patterns is good using world maps, graphs and charts effectively to display information.
- 139 By the end of Year 2, pupils are extremely good at correctly describing human and physical features on a map using a good range of geographical vocabulary accurately and giving reasons why features are found in certain positions. Using aerial views, which they describe as being 'just like a bird looking down', they accurately place objects on a three-dimensional model. They produce very good, detailed keys for maps, explaining that 'a map key unlocks the door and tells us what things are'. They place gridlines over maps and read simple co-ordinates

quickly and accurately. Year 1 pupils construct three-dimensional local maps, placing houses, shops, and churches in the correct positions and tracing their routes to school, using phrases such as 'along the road, around the corner,' and 'straight ahead'. They know where they are in the school building, explaining how to move around using good directional vocabulary such as 'along, ahead, around,' and 'through.'

- 140 The presentation of work throughout the school is neat, detailed and accurate. It shows how pupils use skills and information in practical situations and how they research information using maps, atlases, books and the Internet to assist their work and to reach good standards.
- 141 In the lessons observed, the excellent progress made by Year 2 pupils results from the lively pace of learning and the motivation engendered by their teacher's knowledge, energy and enthusiasm. Pupils are interested in the subject matter, listening and concentrating for good periods of time and their responses are enthusiastic and accurate, demonstrating their desire to learn and their enjoyment of the subject. In good lessons, pupils answer questions, are confident to ask for help and work quietly on their own and productively in groups.
- 142 Excellent teaching shows very good subject knowledge, energy, meticulous planning, very high expectation of pupils and a real enthusiasm in lessons. This creates an atmosphere, which enables pupils to achieve very high levels of attainment. Teaching time is used well, lively lessons progress at a brisk pace, and this results in pupils maintaining interest and concentration. In good lessons teachers continually encourage pupils to question facts and provide opportunities for pupils to develop their own opinions on topics. Teachers mark work regularly and positively and many include suggestions which pupils can consider so as to improve.
- 143 The subject manager has introduced a new scheme of work, which is being monitored in teaching and learning, and both short and long term planning is good. The manager's role is planned to include monitoring standards of achievement, assessment, teaching, planning, training and resourcing. The assessment opportunities which are in place are being reviewed to relate to the new scheme of work, so, as yet, the results of attainment are not affecting the planning of the subject or producing information which is used in curriculum planning. Since the introduction of the new scheme, resources have been insufficient to support teaching well, and more atlases, maps, globes, aerial photographs and information books would support learning more effectively.

HISTORY

- 144 By the ages of seven and eleven pupils attainment is in line with that expected for pupils of these ages and abilities, with examples of good work in some areas. Pupils, including those with special educational needs, make sound progress. The introduction of a new scheme of work has broadened and deepened pupils' knowledge and skills and the good planning and expectations of teachers contribute to these standards.

- 145 A limited number of lessons was observed during the inspection. However, pupils' work was analysed, pupils talked to inspectors about the subject, the subject manager explained how the subject was taught and monitored, and teachers' plans were available to indicate what was covered in lessons.
- 146 In a lesson observed in Year 6, pupils displayed excellent research skills, making notes as they watched an information video on the life of people deported to Australia in Victorian times. They listened carefully and sustained concentration over a long time. The notes that they had made indicated a very good and sensitive understanding of the feelings of children whose parents were deported, comparing and contrasting such lives with their own. The very high expectations of the class teacher and the challenging tasks set resulted in all pupils learning and using new facts. Individual support was provided in a quiet and unobtrusive manner to those who required additional help. Pupils used their notes effectively following the clear instructions of the teacher to produce well-presented work using a very good historical vocabulary and impressive analytical skills. During the lesson, pupils engaged in purposeful discussion. They were questioned rigorously by the teacher who encouraged them to justify their answers with historical facts and recognise the difference between fact and opinion.
- 147 From the work seen, it is clear that pupils develop a sound understanding and knowledge of the lives of people in the past by the age of seven. The needs of all pupils are taken into account in lessons and work is different for those of different abilities. Pupils write about the past using appropriate language, and their sense of time develops well. Pupils choose famous characters from past to present, making an interesting time line showing when each lived. Pupils use word-processing skills to record the information that they have found, and they provide information about each person, such as the time and area in which they lived and why they were famous. At the time of the inspection, they were adding their most recent famous person, David Beckham, and were very proud he plays for Manchester United whereas their other characters were from Greece, Egypt, Russia and Rome.
- 148 Completed written work shows that pupils use a range of maps, books, and photographs as well as the Internet to develop skills and understanding. Work is neat and well presented throughout the school and, in Year 6, there are examples of exciting and stimulating work looking at history from different perspectives and presenting work in the form of diaries, letters, plays and other formats which show the quality of writing achieved by pupils. In Year 5, pupils imagine what it was like to be a monarch. Composing a letter to the Pope from Henry VIII one letter states 'I want a divorce from Catherine because she's too old and can't keep on having babies. I'm in love with Anne; she's young, intelligent and can have a male heir'. The pupil's personal opinion was that 'it was terrible' to treat a queen in such a way. When studying the lives of children in Victorian Britain, pupils provided thoughtful opinions, comparing and contrasting these lives with their own, and commenting that 'being made to work six days a week was wrong, because children needed a rest and should have time to learn to read and write'.
- 149 Pupils have very good opportunities to experience history at first hand, dressing in costumes of different periods and using artefacts from each period. This is made possible by visiting sites such as Dunham Massey where history workshops are provided. The interesting and original written work which resulted shows the effectiveness of first hand experiences on learning and understanding.

- 150 Teachers' planning and preparation is thorough and ensures good coverage of a new scheme of work. The quality of teaching was excellent in one lesson observed and sound in the other. The charismatic teaching in the excellent lesson set high standards for the pupils and offered them sensitive support which enabled them to reach above average standards. There was a good link with literacy and very good use had been made of the Internet to research information. There was a very high level of challenge for pupils to think and explain their thinking carefully and accurately. In the sound lesson there were good links with literacy and numeracy and the lesson had been prepared thoroughly. However, time had to be spent managing the behaviour of a few pupils with limited concentration spans, and this reduced the impact that the carefully planned lesson had on learning.
- 151 The subject manager is developing the profile of the subject and plans to monitor standards of attainment and teaching which are in the early stages of implementation. Assessment procedures are in the process of being formalised so, as yet, there are no structures to assist with evaluating the effectiveness of the curriculum and altering it according to pupils' needs. A good range of visits to sites of historical interest has been added to the curriculum to maximise learning opportunities for pupils. There are insufficient artefacts and resource books to properly support delivery of the new scheme of work throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 152 The report of the school's first inspection showed that standards in information and communication technology were in line with expectations. Since 1997 these sound standards have been maintained throughout the school as the demands of the subject have increased.
- 153 All classes make very good use of the new computer suite. Although it is rather small and does not have enough computers for individual pupils to have full access to, pupils enjoy their lessons there.
- 154 Year 1 pupils enjoyed working with a programmable 'roamer' which helped them to distinguish right from left and made an important contribution to their understanding of shape as part of their mathematical development. Year 2 used the computers to paint pictures in the style of Jackson Pollock, the American artist. Pupils were thrilled with the bright colours that they were able to generate when using a paint program. At the end of the lesson, pupils were very well behaved as they walked round the suite, pretending that it was an art gallery and deciding which of the paintings was the best. Those pupils in the class with behavioural difficulties were included fully in the lesson and made good progress, receiving very good support from their teacher and classroom support worker. By the time they reach the age of seven pupils have developed their ability to work on computers individually, in pairs, and in small groups very well. Most pupils can enter information, change fonts and colour and use 'clip-art' to improve their work.
- 155 Year 3 pupils were observed using the computers in the suite to correct punctuation in a piece specially written with inaccuracies by the teacher. Pupils could open the program themselves and worked very well together in their groups. By the time they reach the age of eleven, pupils have made good progress in their understanding of information and communication technology. Pupils in Year 6 were observed using the Internet to research information about why musical instruments are so important

in every culture. They had to answer the following questions, which they found quite challenging;

'Is it important that traditional methods of making musical instruments continue?'

'What materials are used in different cultures to make their musical instruments?'

The lesson made important links with music and design and technology as the pupils were considering designs for making their own musical instruments.

- 156 The quality of teaching throughout the school was never less than good and, in one third of lessons it was very good or excellent. All staff have completed the national training programme in information and communication technology. Teachers' knowledge and understanding of information and communication technology and their skill at handling the equipment have improved well since the last inspection. They are able to support pupils through demonstrations, explanations and by asking and answering questions to probe pupils' understanding. Care is taken when pupils are working together to make sure that all are participating equally. In classes, teachers manage pupils well although a few pupils exhibit challenging behaviour. Overall, pupils are well motivated and most work hard and enthusiastically.
- 157 The subject manager has recently taken responsibility for information and communication technology and is very knowledgeable and enthusiastic. She is providing good support for all staff and reorganising the subject very well. Assessment is being developed to monitor pupils' progress, and there is clear guidance to ensure that work builds on pupils' previous knowledge and understanding.

MUSIC

- 158 Attainment in music is above national expectations at the end of Year 2 and in line with national expectations at the end of Year 6. Pupils, including those with special educational needs, make good progress in Years 1 and 2 and satisfactory progress from Years 3 to 6. The requirements of the programmes of study of the National Curriculum are met and the scheme of work now in place results in the systematic development of knowledge, understanding and skills.
- 159 Whole school singing in assemblies is good. Pupils sing tunefully and pay good attention to rhythm and dynamics. The style of singing reflects the meaning of what is being sung. Pupils from Years 3 to 6 have a further opportunity to refine their singing in a weekly singing lesson. Here, pupils showed a good ability to sing a syncopated rhythm and to come in off the main beat. The choir is preparing to participate in 'the biggest children's concert in the world' in November, and over 30 pupils, including a reasonable number of boys, attended a lunchtime rehearsal. Their singing was tuneful and paid good attention to style and dynamics in some complex rhythmical songs. The school no longer offers opportunities for instrumental tuition, and this is a decline in the provision since the previous inspection. However, two teachers are planning to offer lessons in recorder after half term. The choir has been introduced since the previous inspection and is a useful innovation in providing pupils with valuable experiences in music. Other opportunities for practical music making are provided in class assemblies, Christmas celebrations and a concert provided by Year 6 in the summer term.

- 160 By Year 2, pupils sing tunefully and understand the difference between loud and soft singing. They understand, for example, that 'Twinkle, twinkle little star' needs to be sung quietly, while 'The grand old Duke of York' requires more vigour and accenting. They use percussion instruments well to emphasis the pulse of songs and know the names of drums, cymbals, Indian bells, a jungle stick and maracas. By Year 6, most pupils sing in tune, although a few are reluctant to participate. They understand that sound results from vibration and that if the vibration stops, so will the sound. They have a good awareness of rhythm, and successfully identify the basic beat in music that contains cross rhythms.
- 161 Overall, pupils have good attitudes to music and participate in musical activities with interest and enjoyment. However, a few pupils in Years 5 and 6 have to be reminded to concentrate, and in the singing lesson for Years 3 to 6, a few pupils began to chatter every time there was a break between songs. In a Year 6 lesson, interruptions caused by different groups going to change their library books meant that the lesson frequently lost momentum and adversely affected pupils' concentration and progress.
- 162 The quality of teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6. In a good Year 1 lesson, the teacher's good subject knowledge was being used effectively over a sequence of lessons to develop pupils' skills in singing. The teacher had sensible expectations for pupils' efforts and concentration and was adept at getting ideas from them so that they were fully involved in learning. Her good class management, which was firm but friendly, resulted in pupils making good progress. In Years 3 to 6, the management of pupils requires more effort with frequent reminders being necessary about conduct and attention. As a result, the pace of lessons is slowed so that pupils do not make as much progress as they should in the carefully planned lessons. In these lessons, attainment and learning were satisfactory.
- 163 The management of the subject is satisfactory. The co-ordinator is part time and so plays little part in the musical life of the school. As co-ordinator, she monitors teachers' planning and supports individual teachers when required. However, she has no opportunity to monitor and evaluate the quality of teaching and learning throughout the school. The assessment of pupils' progress is unsatisfactory although a scheme is now being trialed in Years 1 and 2. Information and communication technology is not used to support teaching and learning. There are few opportunities for pupils to experience live music. Resources are improving but the lack of instruments reflecting different cultures means that the contribution that music makes to multi-cultural education is unsatisfactory. The co-ordinator recognises that staff development is needed to increase confidence if music is to have a higher profile in the school and make a greater contribution to pupils' education.

PHYSICAL EDUCATION

- 164 Attainment is in line with that expected nationally by the end of Years 2 and 6. Pupils, including those with special educational needs, make sound progress throughout the school. The good standards identified in the school's previous inspection report have not been maintained as the school has concentrated its efforts in raising standards in English, mathematics and science. Further, the subject did not have a co-ordinator in place at the time of the inspection because of recent staff changes, although it is planned to appoint a member of staff to this role

in January 2002. However, the good standards in swimming noted in the report from the school's first inspection have been maintained. There are good opportunities for swimming in Years 5 and 6, and all pupils are in line to achieve the national expectation of swimming 25 metres by the time they leave the school, and many swim considerably more than this.

- 165 During the inspection, it was possible to observe gymnastics and dance in Years 1 and 2, and swimming and gymnastics in Years 3 to 6. Some pupils in Year 1 skip successfully while others simply run. They successfully transfer different body parts, for example, elbows and knees, to the floor, and form different shapes such as curls and star shapes. Pupils in Year 2 understand the purpose of warming up and cooling down. Some have good control when stretching out three limbs from a curled position, but some are confused and stretch out four limbs. Pupils in Year 6 warm up sensibly and have a good recall of work from previous weeks. Some have good techniques for taking off and landing and a few perform skilful cartwheels. One is highly skilled at handstands. Most perform forward rolls satisfactorily and a few also do backward rolls.
- 166 Overall, pupils have good attitudes to physical education and enjoy their work. They concentrate well and have a good awareness of the need for safety and that other pupils need space. Some pupils show good initiative, for example, when inventing new ways to move along the floor or along apparatus. Most pupils are courteous to each other and respect each other's efforts and contributions. A few have patches of immature behaviour, but are usually dealt with firmly so that they do not affect the learning and progress of others.
- 167 The quality of teaching is good overall. Teachers have a secure understanding of the requirements of the National Curriculum, and plan lessons in sequence which build up pupils' skills systematically. Lessons are organised effectively and move briskly from one activity to the next so that pupils' interest and concentration are engaged. In a good lesson for Year 1, the teacher used language skilfully to describe what she wanted, and so promoted pupils' literacy skills well. In a good lesson for Year 6, pupils were used well to demonstrate their skills and as a source of ideas for others. There was good use of praise and suggestions for developing a sequence of movements.
- 168 In the absence of a subject manager, the headteacher is co-ordinating the subject. He is ensuring that the subject continues to comply with the requirements of the National Curriculum. However, opportunities for competitive sport are limited as is the provision of after school clubs. The school appreciates the contributions of two parents who run an after school club for boys and girls for soccer. This is a good example of equality of opportunity in the subject. All individuals and groups of pupils have equal access to all aspects of the school's provision. Accommodation is satisfactory with a good indoor space in the hall, adequate hard play areas apart from those for the Foundation Stage, and a field which would be a valuable resource if it were not too wet to use for much of the year. Resources for learning are good. The school is in a good position to improve attainment in physical education to the good levels found in the previous inspection.

RELIGIOUS EDUCATION

- 169 The observation of lessons, displays of work throughout the school and discussions with pupils and teachers indicate that pupils are attaining standards above those expected in the Trafford Agreed Syllabus at the end of Years 2 and 6. Pupils' learning is good overall and pupils with special educational needs are included in all activities and are well supported. As a result, they make progress in their learning in line with their ability, either as a result of work which is adapted to suit their needs or by additional help from their teacher or support worker. This level of achievement is an improvement since the previous inspection.
- 170 By the age of seven, pupils reach above the expected standards in their knowledge and understanding. They have a secure understanding of the Christian festivals such as Christmas, Easter and harvest. Pupils visit a local church and learn about the significance of dress and artefacts in worship. The vicar explains the baptism service to them. Year 1 pupils were observed learning about the meaning of harvest. All pupils took a keen interest in the lesson, especially as the teacher had prepared a simple meal and the pupils learned the importance of saying thank you.
- 171 By the time pupils reach the age of eleven they have gained a deeper knowledge and understanding of different faiths. All year groups are given opportunities to think for themselves during religious education lessons. Teachers often take the opportunity to link religious education lessons with literacy and numeracy, for example, when Year 6 studied The Lord's Prayer they made lists of evil synonyms and constructed a graph to show which word pupils thought was most evil and wrote a list of key words about the birth of Jesus. They learn of the life of Gandhi as part of a study of peace. Year 5 pupils wrote effectively about the life of Elizabeth Fry as they thought about people who have helped others.
- 172 Pupils' attitudes to learning are mainly good. The majority show interest by being attentive in lessons and by confidently offering views and opinions. Responses to questions are thoughtful and relevant. Pupils are well-motivated and able to work in groups with minimum supervision. The behaviour of the majority of pupils is good and pupils respect each other's work and contributions and take good care of resources. In some classes a very small number of pupils do not behave well at times and are quite a challenge to teachers who manage their behaviour very well.
- 173 The quality of teaching is good. Teachers have a good knowledge and understanding of the subject. They use precise, specific language in their discussions with the pupils in order to increase their vocabulary in a structured way. Pupils are later questioned and encouraged to respond, using the newly acquired words correctly, so demonstrating that they have learned and understood the specialist language. Teachers interest and motivate pupils through the provision of a wide range of activities, so that pupils can build on earlier learning. Teachers introduce lessons with sensitivity and incorporate questioning well to stimulate thought and to capture the interest of pupils. Questioning is also used as an assessment tool to ensure that all pupils understand the work. Teachers use discussion in the subject as another way of improving pupils' skills of speaking and extending their vocabulary. Lessons are well planned and include clear direction for support staff who help those pupils in Years 1 and 2 who need additional help with particular activities. Group work is carefully planned so that the activities are sufficiently challenging and motivating and match the abilities and aptitude of all pupils. This is very successful as the standard of the pupils' presentation is very good. Teachers mark the work carefully and this helps pupils to improve their future work.

- 174 The management of the subject is good. Some improvement to resources has been possible since the previous inspection but the co-ordinator is well aware that extra artefacts are still required to bring the resources up to an acceptable level and that assessment procedures need improving. Religious education makes a very significant contribution to the pupils' spiritual, moral, social and cultural development.