

INSPECTION REPORT

**KING'S ROAD COMMUNITY PRIMARY
SCHOOL**

Manchester

LEA area: TRAFFORD

Unique reference number: 106322

Headteacher: Mrs M Galt

Reporting inspector: Mr D Byrne 28076

Dates of inspection: 30th April - 3rd May 2001

Inspection number: 194954

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address Kings Road
Firswood
Old Trafford
MANCHESTER
Postcode: M16 0GR

Telephone number: 0161 881 3571

Fax number: 0161 881 7213

Appropriate authority: Governing Body

Name of chair of governors: Mr H Bolter CBE

Date of previous inspection: 4th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Byrne 28076	Registered Inspector	Equal Opportunities Special educational needs	The school's results and achievements. What should the school do to improve further?
Mrs D Thomas 31753	Lay Inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs J Oliver 19263	Team Inspector	English	How well are pupils taught?
Mrs R Harrison 18059	Team Inspector	Science English as an additional language	
Mrs M Forsman 8263	Team Inspector	The Foundation Stage Religious education Music	
Mr D Hughes 3227	Team Inspector	Mathematics Design and technology	
Mr R Coupe 17543	Team Inspector	Art and Design Physical education	How well is the school led and managed?
Mr T Ford 18130	Team Inspector	Information and communication technology Geography History	How good are the curricular and other opportunities offered to pupils?
Mr T Boyce 20932	Team Inspector	English as an additional language	

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE	26
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is larger than the average size for primary schools in England with 464 pupils on roll aged between 4 and 11 years of age. The school is in the borough of Old Trafford in the local education authority of Trafford. A significant feature of the school is the very high percentage (65%) of pupils with English as an additional language. There are pupils from a wide range of nationalities representing a number of religious beliefs. The attainment upon entry of the majority of children is below average. The percentage of pupils eligible for free school meals (41%) is well above the national average and indicates below average socio-economic conditions for many pupils. The percentage of pupils with special educational needs (16%) is close to the average for all schools nationally and the percentage of pupils with statements of special educational needs is below the county and national average.

HOW GOOD THE SCHOOL IS

This is a good school that is popular with parents. Strong but sensitive leadership by the head teacher ensures that staff give their best and pupils achieve high standards. The quality of teaching is good overall and pupils do well in English, mathematics and science by the age of 11 years. Pupils have very good attitudes towards their work and form very good relationships with others. Behaviour is good and pupils have good levels of personal development. The school provides good value for money.

What the school does well

- The leadership and management of the head teacher and key staff are good.
- Good teaching ensures that pupils make good progress and achieve good standards in English, mathematics and science by the time they are eleven years old.
- Pupils with special educational needs and those with English as an additional language make good progress by the age of eleven.
- The presentation of pupils' work is of a consistently high standard.
- Pupils develop very good attitudes to school-life, form very good relationships with others and display good behaviour overall.
- Good provision is made for pupils' spiritual, moral, social and cultural development with particular strengths in promoting pupils' social and moral development.
- Parents hold the school in high regard and value all aspects of the quality of education it provides for their children.

What could be improved

- The curriculum for children in the Foundation Stage.
- The assessment and support for children with English as an additional language in the Nursery
- The provision of school documentation in languages appropriate to the needs of some parents
- The quality of the accommodation.
- The use of information and communication technology across the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, the school has made good improvement in most aspects of the school. Standards in English, mathematics science and religious education have improved and the quality of education overall is better. The quality of teaching is of a good standard overall and the needs of all pupils are recognised and catered for. The school has worked hard to ensure that the school meets requirements for collective worship and has improved the provision for religious education. Pupils' cultural experiences are valued and better reflected in the curriculum. Relationships between the school and parents are very good overall, but since the last inspection the school has had difficulty in providing school documentation that matches the needs of parents who use a wide range of languages. The planned curriculum for children in the Foundation stage still needs improving.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	C	B	A*
mathematics	A	B	A	A*
science	B	D	C	A

Key

Very high A*

well above average A

above average B

average C

below average D

well below average E

The table indicates that in the end of the Key Stage 2 National Curriculum tests in the Year 2000, pupils' performance was well above the national average in mathematics, above the national average in English and in line with the national average in science. When the results are compared to those of similar schools, the pupils' performance was outstanding in both mathematics and English being in the top 5%. In science pupils also did very well with results being well above the average for similar schools. The trends in end of Key Stage 2 National Curriculum test results between 1998 and 2000 indicate that the performance of pupils in English and mathematics overall has exceeded the national average and in science has been close to the national average. The inspection findings for pupils currently in Year 6 indicate that pupils achieve standards that are above the national average in English and science and close to the national average in mathematics.

In art and design, design and technology, geography, information and communication technology, music and physical education, pupils reach standards that match the expectations for pupils aged eleven. In history, pupils achieve better than the expectations for their age and in religious education pupils' performance matches the expectations of the locally agreed syllabus. The school has set challenging but realistic targets for attainment in English and mathematics by the end of Key Stage 2 and are on course to achieve them. The results achieved by pupils by the end of Key Stage 2 indicate that pupils are doing as well as they can.

Across the school, good teaching results in all pupils making good progress by the age of eleven, including those with special educational needs and English as an additional language. When children are admitted to school in the Nursery their attainment is below average. Half of these children require support for English as an additional language and their communication, language and literacy skills are well below average for their age. A

larger proportion of children than is normally found also have restricted knowledge and understanding of the world. Satisfactory progress in the Nursery class and good progress in the Reception classes ensures that pupils reach satisfactory standards in mathematical development, knowledge and understanding of the world, creative and physical development and in their personal and social development .

A significant proportion of children who start Year 1, however, still need support for English as an additional language and their communication, language and literacy skills are below the standard expected for their age. In Years 1 and 2, inspection evidence is that pupils make good progress overall in English, mathematics and science and by the age of seven they achieve standards that are close to the national average. The significant proportion of pupils requiring support for English as an additional language make good progress in Key Stage 1 but their comparatively limited development of English reduces their performance in the end of key stage National Curriculum tests and this reduces the overall results achieved by the school. The results in end of key stage National Curriculum tests in recent years for English, mathematics and science have been above the average for similar schools in writing and mathematics and close to the average in reading. In art and design, design and technology, geography, history, music and physical education, pupils aged seven achieve standards that are in line with national expectations for their age. In religious education, pupils achieve the expectations of the locally agreed syllabus for seven year olds.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work enthusiastically and set high standards for themselves. They thoroughly enjoy school life
Behaviour, in and out of classrooms	Behaviour is good overall. Pupils are caring and considerate of others and respect the differing views and beliefs of others. There have been no exclusions in the last twelve months.
Personal development and relationships	There are good levels of personal development and pupils use their initiative well when opportunities are provided. Very good relationships exist between both pupils and adults.
Attendance	Attendance is well below the national average and the progress made by pupils who take extended holidays is impeded.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
82 lessons	Good	Good	Good

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

Teaching has improved significantly since the last inspection. During the inspection the overall quality of teaching observed in lessons was good and this makes an important contribution to the good progress that pupils make. Teaching was excellent in 9% of the lessons observed, very good in 15%, good in 43% of lessons and satisfactory in 28%. In 5% of lessons teaching was unsatisfactory. The quality of teaching is satisfactory in the Nursery class and good elsewhere in the school. Planning is effective in anticipating the needs of all pupils including those with English as an additional language and special educational needs. In the Foundation Stage, however, planning is not matched closely enough to the curriculum for children of this age and does not give enough recognition to the need for bi-lingual

support. In Key Stages 1 and 2, good teaching of literacy and numeracy contributes to good standards achieved in English and mathematics. Teachers work very hard to help pupils with English as an additional language to overcome their difficulties. The quality of support from staff funded to support pupils with English as an additional language is satisfactory overall but there are inconsistencies in the way they work and this reduces the progress made by some pupils. Teachers successfully promote amongst pupils good attitudes to their work and pupils take pride in all they do. Pupils respond well to expectations for them to work hard and to persevere with challenging tasks. Teachers make good use of marking to set targets for pupils to improve and this helps pupils to perform even better.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	In Key Stages 1 and 2 a satisfactory curriculum is provided but the planning for pupils in the Foundation stage does not meet national recommendations. The strategies for literacy and numeracy have been implemented well. A narrow range of extra-curricular activities is provided for pupils.
Provision for pupils with special educational needs	Good. The needs of all pupils with special educational needs are planned for and satisfactory targets for improvement are established and carefully monitored.
Provision for pupils with English as an additional language	Satisfactory. The provision for the education of these pupils is satisfactory overall but the school policy needs updating and implementing so that support teachers are more effective.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good provision overall. Very good opportunities are provided for pupils' social development, good provision is made for moral development and there are satisfactory opportunities for promoting pupils' spiritual and cultural development. Personal development is good overall. The school council provides pupils with excellent opportunities to contribute to the day-to-day management of the school.
How well the school cares for its pupils	Satisfactory procedures exist for child protection and ensuring pupils' welfare. Very effective procedures are established for monitoring good behaviour and eliminating oppressive behaviour. Pupils' academic progress is satisfactorily assessed and recorded but not enough attention is given to tracking the progress of different ethnic groups.
How well the school works with parents and carers.	Although parents hold the school in high regard, few get involved in the day-to-day life of the school. Communication with parents is generally good but the school struggles with translating letters and documents into the wide range of languages used by parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good overall. The head teacher has a very clear vision for the school's development and successfully drives the school forward. A strong senior management structure exists and staff morale is very high. The monitoring of teaching and learning is good overall but more attention needs to be given to the management of the Foundation Stage and English as an additional language.
How well the governors fulfil their responsibilities	Satisfactory overall. All statutory duties are successfully performed. Governors have a very good relationship with the head teacher and staff but they are critical when necessary.
The school's evaluation of its performance	The school takes great care to monitor and evaluate where its own strengths and weaknesses lie and carefully analyses information from a wide range of sources.
The strategic use of resources	Good use of all resources. Every part of the accommodation is effectively used and resources are directed to the benefit of all pupils. The head teacher and governing body ensure that all spending gives the best value for money.

The cramped accommodation is used well but is unsatisfactory overall for the number of pupils on roll. Resources are satisfactory overall, although facilities for information and communication technology are unsatisfactory and too few reading books exist for supporting pupils with English as an additional language.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents agree that their children like school and that they make good progress.</p> <p>Almost all parents have high levels of respect for the head teacher and teachers.</p> <p>Most parents believe that the school successfully develops amongst pupils high levels of tolerance and understanding of people with other cultures and beliefs.</p>	<p>Clearer information and advice about homework and the school's policy for homework.</p>

Inspectors agree that most pupils like school and make good progress because of the good quality of teaching and the impact of effective leadership and management of the head teacher and key staff. Homework is not used in a systematic manner to support learning and the school's policy is not clear. Although most parents support all of the school's initiatives, few are involved in the day to day life of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The standards achieved by pupils by the time they leave the school at the end of Key Stage 2 have improved since the last inspection. The rate of improvement is particularly good when consideration is given to the well below average attainment of children at the time that they are admitted to school in the Nursery class. The school sets challenging but realistic targets for achievement in English and mathematics for pupils aged eleven and the school is well on target to meet these.
2. The attainment of children when they start Nursery is below the average for children of this age. A very high proportion of pupils that are admitted to the Nursery class have English as an additional language and find it difficult to communicate in English. A significant number also have a very limited knowledge and understanding of the world around them. Pupils make satisfactory progress in the Nursery but when they start in the Reception class, the attainment of the majority of pupils remains below average overall and well below average in communication, language and literacy. In the Reception classes, good teaching improves children's progress so that by the time they start Year 1, the majority of children achieve standards expected for their age in their personal and social development, their knowledge and understanding of the world and in their creative, physical and mathematical development. Despite good progress in communication, language and literacy, standards remain below average when children start the National Curriculum in Year 1.
3. In Key Stage 1 pupils continue to make good progress in English and inspection findings are that the standards reached by pupils aged seven in English are close to the national average. In Year 2000, the end of Key Stage 1 National Curriculum test results for pupils aged seven indicated that their performance in reading was well below the national average for their age group and in writing results were below the national average. When compared to similar schools, however, the pupils' performance was close to the average in reading and above average in writing. The difference between the test results and the inspection findings reflects the significant emphasis that the school has placed upon developing reading in recent years. In mathematics the 2000 National Curriculum test results indicated that standards were in line with the national average and above average compared to similar schools. Inspection findings are that standards in mathematics are average. In science, teacher assessments for seven year olds in Year 2000 indicated that standards were well below the national average and average compared with similar schools. Inspection findings are that pupils achieve standards that are close to the national average. The difference between the teacher assessments and the inspection findings is that pupils' performance in the tests does not fully reflect the standards that they achieve across the science curriculum in their ongoing school work. When the impact of the very high percentage of pupils with English as an additional language is considered, the pupils' performance is very good overall and is testament to the good quality of teaching provided for pupils between Reception and Year 2 that promotes very good attitudes amongst pupils to school work and a desire to work hard and do as well as they can. The progress of pupils with special educational needs in Key Stage 1 is satisfactory although the quality of support and guidance they are given by class teachers and support staff is mostly good during lessons and in other aspects of school life. Pupils with English as an additional language form a large majority of pupils in Key Stage 1 and their progress is good overall, although the limitations many pupils have in reading and writing English

reduces the overall standards achieved and is a major factor in the comparatively high number of pupils achieving the expected standard of level 2 but at the lower end of the scale i.e. level 2C.

4. As pupils move through Key Stage 2, they maintain good progress in English, mathematics and science. Good preparations for the end of key stage National Curriculum tests in Year 6 coupled with the positive use of booster classes contribute to pupils' good standards in English, mathematics and science by the time they reach the age of eleven. When the results for Year 2000 are compared to those of all schools nationally, standards were well above the national average in English, well above the national average in mathematics and in line with the national average in science. In comparison with similar schools, however, results were outstanding. Pupils' performance was in the top 5% of similar schools in both English and mathematics and results in science were well above the average.
5. The inspection findings are that for the current year groups standards are above the national average in English and science and in line with the national average in mathematics. Pupils with English as an additional language, who have difficulty with speaking, reading and writing English, find learning hard when they start school in the Nursery, Reception and Key Stage 1 classes and this depresses the overall attainment by the end of Key Stage 1. By the end of Key Stage 2, however, inspection findings are that the vast majority of pupils with English as an additional language have caught up with other pupils and achieve good standards in English and science.
6. Improvement is evident over recent years in standards attained by eleven-year-olds. The statistics for the school show that the trends in the school's average National Curriculum points for all core subjects was above the national trend between 1996 and 2000, with steady improvement occurring between these years. Taking the three years 1998 to 2000 together, the performance of pupils has exceeded the national average for their age group in English and mathematics. To achieve such good results whilst having to support such a high percentage of pupils with English as an additional language is commendable. Standards are rising because of the combined effort and hard work of teachers, pupils and support staff. Good strategies have been introduced to set pupils in Numeracy and Literacy according to their prior attainment and this has enabled teachers to better deal with the wide range of abilities present in each year group, thereby improving pupils' progress. The dedication and sensitive leadership provided by the head teacher has successfully established a culture of setting high standards amongst teaching and support staff, which is reflected in the good progress made by pupils.
7. Standards achieved by pupils by the end of both Key Stage 1 and 2 are in line with expectations for pupils aged seven and eleven respectively in information and communication technology, art and design, design and technology, geography, music and physical education. In history, standards achieved are in line with national expectations by the end of Key Stage 1 but above expectations by the end of Key Stage 2. Standards in these foundation subjects have been maintained since the time of the last inspection. In religious education standards have improved considerably since the last inspection. The successful introduction of a policy and scheme of work has ensured that standards have risen from being unsatisfactory to being satisfactory overall. Pupils with special educational needs make good progress as a result of the good provision made for them.

Pupils' attitudes, values and personal development

8. The good attitudes of pupils identified in the previous inspection report have improved and the vast majority of pupils of all ages and abilities throughout the school have very good attitudes to learning and are keen to participate in all aspects of their education and the life and work of the school.
9. In lessons, pupils listen attentively to explanations and instructions from teachers and are able to settle quickly to set tasks and various activities, knowing exactly what they are required to do. The majority of pupils display high levels of commitment, enthusiasm and a sense of enjoyment when approaching their work and their ability to sustain very good levels of concentration makes a significant contribution to their quality of learning. Pupils show a great deal of pride in their work and achievements. They are eager to please their teachers and are prepared to persevere in order to overcome any difficulties encountered. Pupils of all ages work co-operatively in groups and pairs, sharing their ideas and exchanging information. An example of this was seen in a personal and social education lesson when, working in groups, pupils were required to gather information on decision making, and also in a mathematics lesson when they were responsible for shared marking. Children in the Nursery and Reception classes have quickly settled into school and know what it is expected of them. They respond promptly and in a positive manner and their enjoyment when listening to stories and poems is obvious.
10. The standards of behaviour identified in the previous inspection report have been maintained and are good overall. The vast majority of pupils in both key stages are polite friendly and helpful. They are particularly helpful and courteous to visitors to the school, showing them around the school, for example, and opening doors for them without prompting. In lessons they try hard not to disturb the learning of others and do their best to observe the school rules and code of conduct. The vast majority of pupils display very good levels of self-discipline and move in and around the school in an orderly manner helping to maintain the pleasant working atmosphere that pervades the school. Behaviour in the dining hall is good and lunchtime is a pleasant social occasion. Behaviour in the playground is also good. Pupils have a very well developed sense of fair play and willingly take turns and share. The new playground markings make a significant contribution to the quality of outside play and help to promote good standards of behaviour. There were no exclusions of any kind during the last school year. The vast majority of pupils are aware of the school's high expectations for standards of behaviour. They have a clear understanding of how their behaviour affects others and realise the consequences of their actions. The prefects value their status in the school and act sensibly and maturely, encouraging others to behave in an appropriate manner. There were no incidents of bullying, sexism or racism witnessed during the inspection and the many pupils who have a wide range of ethnic and religious backgrounds work and play harmoniously together.
11. Relationships throughout the school are very good on all levels. Pupils are very respectful to all the adults with whom they come into daily contact and are friendly and supportive of each other. From an early age, they are taught to consider and respect the views of others and to have an understanding of people who have different beliefs from their own. Pupils willingly take up opportunities provided for them to accept responsibilities and an example of this is the way in which the older pupils help the younger ones in small but significant ways. The members of the school council take the job of representing their classmates' views very seriously and put forward requests and suggestions to the headteacher and staff earnestly and meaningfully, adding positively to the overall quality of school life. The school council was instrumental in the

introduction to the school of the prefect system and more recently the playground markings. Pupils throughout the school have a good understanding of their individual strengths and weaknesses and regularly set their own targets for personal development. Provision for pupils' personal development is good.

12. The attitudes of pupils with English as an additional language are generally good. They are keen to learn, respond well to praise and encouragement, and work well independently and in groups. They generally listen well to teachers and each other, but occasionally when distracted, they become restless. Pupils share all aspects of the curriculum with their peers, but sometimes are unable to understand and follow all that they are listening to. The school acknowledges the rich diversity of pupils' backgrounds, and pupils are encouraged to value and respect diversity.
13. Attendance in the school is well below the national average. This can mainly be attributed to the significant number of pupils being withdrawn from school during term time for extended family holidays overseas, sometimes, for periods of up to and over six weeks. The school ensures that these pupils receive additional support as they are eased back into their classes but these prolonged absences from familiar routines and procedures have an adverse effect on their levels of confidence. The school records holiday absences, which exceed ten days as unauthorised and this largely explains the school's high level of unauthorised absence, which is well above the national average. There are few instances of lateness, however, with the vast majority of pupils eager to be in school and arriving in good time for lessons.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching has improved significantly since the last inspection. During the inspection the overall quality of teaching observed was good and this makes an important contribution to the good progress that pupils make. Teaching was excellent in 9% of lessons observed, very good in 15%, good in 43% of lessons and satisfactory in 28%. Teaching in five percent of lessons was unsatisfactory mainly because pupils did not make enough progress because lessons were conducted at a very slow pace.
15. The quality of education provided for children in the Foundation Stage is good overall, although in Nursery, it is only satisfactory. Although the curriculum provided for the children in the Nursery and Reception classes is satisfactory, the planning does not follow the curriculum recommended for children of this age. The impact of this is seen mostly in the Nursery class where activities are not always as challenging as they might be and the planned support for those children with English as an additional language is not used as effectively as it could be. In the Reception classes the quality of teaching is good and at times very good with well planned and challenging activities that promote good progress in the children's personal, social and emotional development, their communication, language and literacy, their mathematical development, their knowledge and understanding of the world and their creative and physical development. The good teaching in the Reception classes ensures that by Year 1 the majority of children achieve the Early Learning Goals in each of the areas of learning except communication, language and literacy, where many children still find speaking, reading and writing in English difficult.
16. In Key Stages 1 and 2, the quality of teaching of literacy and numeracy is good across the school and both the National Literacy and the National Numeracy strategies have been effectively implemented. Teachers and support staff use good techniques to teach basic skills in English and mathematics lessons. A strength of the school is the

emphasis teachers place on the writing process. The very high quality written work that pupils produce gives good evidence of the teachers' high expectations. A particularly good feature of literacy and numeracy lessons is the good use that teachers make of the time at the end of the lessons when classes come together to discuss what has or has not been achieved. As well as reinforcing teaching points, the teachers make very good use of praise and encouragement to motivate their pupils. All teachers have good knowledge about the subjects they teach and set clear objectives for lessons that pupils understand. A good example of this was seen in Key Stage 2 literacy books where teachers write individual targets for their pupils, such as "use more powerful adjectives" or "remember to use speech marks." Teaching is at its best in mathematics when the teachers focus strongly on developing mental agility and on the investigation of different mathematical processes. The skills of literacy and numeracy are well used in other subjects and good evidence of this was seen in Year 2 science Venn diagrams, for example, and in Year 5 and 6 in good quality history topic work.

17. The teaching of mathematics is good overall. Teachers make good use of setting groups in mathematics by prior ability throughout the school. Setting is also effectively used to teach literacy at the top end of Key Stage 2 and this is a major factor in the good progress made in English. By setting pupils by ability, teachers are able to more effectively plan and teach work that appropriately challenges all pupils. Specialist teachers take music lessons and the school employs a high number of classroom assistants and support teachers, with team teaching methods often used to provide extra support. This works especially well in Year 2 lessons when two teachers work well together and maintain a sparkling pace that promotes good learning for pupils of all abilities. Most of the support staff make good contributions to the learning process and pupils benefit from the high level of adult support that they receive. All of these arrangements work efficiently and have a positive effect upon the progress that pupils make. In most subjects, good use is made of resources, although information and communication technology is insufficiently used in subjects such as English, science and geography.
18. Good quality teaching in Key Stage 2 science enables pupils to achieve standards that are well above the average for similar schools. Teachers give good attention to the difficulties many pupils have with English and this enables these pupils to make at least good progress in science as they move through the school. Teaching is good in religious education and in music it is good and at times very good. In both subjects standards are rising, although in music, teachers struggle with groups of around sixty at a time and consequently standards are not as good as they could be. In information and communication technology, the quality of teaching is good but the lack of suitable equipment restricts the progress made by pupils, particularly in using computers to support learning in all subjects. Good teaching in history in Key Stage 2 contributes to pupils achieving standards that are better than national expectations by the age of eleven.
19. In the Nursery the bilingual skills of the NNEB support are not effectively used and the needs of children with English as an additional language are not as well met as they might be. This reduces the progress made by some pupils in the Nursery. Class teachers in Reception, Key Stage 1 and Key Stage 2 handle the needs of pupils with English as an additional language very well and during lessons pupils are very well integrated and participate in lessons very well. Support from teachers employed specifically to work with pupils with English as an additional language in Key Stages 1 and 2 varies from good to just satisfactory. In Key Stage 1, pupils with English as an additional language make good progress overall as a result of close liaison between the support staff and class teachers. Focused groups of pupils are given direct

teaching that matches their specific needs. The quality of planning and monitoring of pupils with English as an additional language is good in Key Stage 1 but in Key Stage 2, there is no systematic approach to planning and this reduces the progress that focus groups make. The majority of pupils in Key Stage 2 still make good progress, however, especially in English, mathematics and science. This is as a result of the efforts of class teachers to recognise the needs of all pupils during lessons. Despite the difficulties that some pupils with English as an additional language have with using English, teachers manage to successfully build up the pupils' self-esteem so that they feel valued and confident to contribute to all aspects of school life.

20. The quality of class teaching for pupils with special educational needs is good overall and makes sure that pupils make good progress towards the targets in their individual education plans. The quality of teaching provided for pupils with special educational needs from the school support teacher and the local education authority teacher is of a good quality. Effective liaison between the support staff and the class teachers makes sure that pupils' targets in their individual education plans are recognised and lessons and activities adapted accordingly.
21. Pupils are managed well throughout the school. Adults and pupils show a high level of respect for one another. Relationships in the school are very good and much emphasis is placed on good behaviour. Pupils respond with very good levels of courtesy and consideration for others regardless of differences in culture or belief. Teaching and support staff value all pupils as individuals and are keen to ensure that their needs are met. There is a happy working atmosphere evident in the school and this is conducive to productive learning.
22. The standard of marking is always satisfactory and in subjects such as English and history it is very good. Teachers assess work thoroughly and comments are phrased to set out ways that work might be improved and pupils work hard to achieve the targets. In most lessons there is a real sense of pace and pupils understand that their teachers expect them to work quickly. The objectives of lessons are shared with pupils and this increases motivation. The level of pride that pupils show in the production of their work is an outstanding feature of the school and a credit to both pupils and teachers.
23. Good procedures for monitoring teaching in Key Stage 1 and 2 have been introduced since the last inspection. The effectiveness of this policy is apparent in subjects such as English and science where there is a high level of consistency of practice and this good continuity is a major factor in the good progress that pupils make. The monitoring of the support teaching of pupils with English as an additional language is, however, weaker in that some inconsistencies between the way support teachers work with pupils with English as an additional language have not been identified and removed.
24. Homework is given in most classes but the school does not consistently implement its policy for setting work to be completed at home. Parents would appreciate clear guidelines about the work that their children are expected to do at home. This is necessary to both reinforce what is learned in school and to increase the partnership with parents.

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

25. The school provides a satisfactory curriculum for pupils in Key Stages 1 and 2 with an appropriate range of learning opportunities that meet statutory requirements but there

are weaknesses in the provision for children in the Foundation Stage. The planning for children in the Nursery class does not adequately reflect the recommended curriculum for children of this age and, whilst the children make satisfactory progress in the Nursery class, it is not as good as it could be.

26. There have been good improvements in the curriculum for pupils in Key Stages 1 and 2 since the last inspection. The provision for religious education has improved significantly since the last inspection and now meets all statutory requirements. The national strategies for literacy and numeracy have both been implemented and have contributed to improving standards in English and mathematics. The quality of the school's schemes of work for other subjects is now better and ensures that each subject of the National Curriculum is taught for an appropriate amount of time. In Key Stage 1 and 2 the links between both literacy and numeracy with other subjects are satisfactory. The quality of planning overall is satisfactory in each subject although restrictions in access to computers and to a library have resulted in too few planned opportunities for pupils to fully develop their research skills.
27. The school has an effective Equal Opportunities policy that ensures that all pupils are included in all aspects of the curriculum. There are no issues regarding differences in pupils' gender and the wide variety of cultural and religious and cultural backgrounds are treated with great sensitivity and awareness.
28. The provision for pupils with English as an additional language is satisfactory. The pupils in Key Stage 1 and 2 are provided with an adapted curriculum when required. The access to support staff funded to support these pupils is particularly effective in Key Stage 1 and this helps pupils with the greatest need to be involved in the curriculum and to take part in all subjects, but there are inconsistencies between the quality of provision in Key Stage 1 and 2. This is primarily because there is a lack of clear guidance for the teaching of English as an additional language.
29. The provision for pupils with special educational needs is good. Teachers effectively use individual education plans to guide their planning so that the pupils' needs are recognised and the curriculum adapted accordingly. The process of establishing and regularly reviewing pupils' individual education plans ensures that each pupil makes satisfactory progress in Key Stage 1 and good progress overall in Key Stage 2. All procedures for providing for pupils with special educational needs meet the Code of Practice.
30. The provision for extra-curricular activities is more limited than normally found for a school of this size although there are some good quality activities available for pupils. These include winter and summer games, a French conversation club, a performing arts club and opportunities for Key Stage 2 pupils to participate in outdoor recreational activities in a residential centre. Parents and pupils themselves have expressed a wish for more outside and lunchtime activities.
31. The school makes good provision overall for pupils' personal, social and health education. Statutory requirements are met in relation to sex and drugs education and the school makes effective use of outside expertise in order to raise pupils' awareness of dangers relating to their health, safety and well-being. The school welcomes visitors to school to talk to pupils about their various religions and backgrounds and pupils benefit from sharing the expertise of visiting professionals, for example, poets and musicians. Representatives from local business and commerce regularly listen to pupils read. The school hall is used to accommodate wedding receptions and engagement parties. There are links with the local residents group and the head

teacher sometimes attends their meetings. The school has developed links with other schools through joint sporting activities and Year 6 pupils are able to spend time in the secondary school of their choice prior to transfer. There are well-established links with Initial Teacher Training Colleges and the school regularly accepts students on placements. University students, nursery nurses, and students from the local secondary school gain a valuable insight into primary phase education and the additional support they provide in lessons makes a positive contribution to pupils' learning.

32. Since the last inspection, the school has made a good improvement in its provision for spiritual, moral, social and cultural development. At the time of the last inspection, the school's provision for pupils' moral and social development was satisfactory but there were deficiencies in the provision for spiritual and cultural development. Inspection evidence indicates that provision for social development is now very good, and for moral development is good. Spiritual and cultural development are now judged to be satisfactory.
33. There is a positive caring school ethos and the commitment to pupils' moral and social development underpins much of its work. School assemblies make a satisfactory contribution to pupils' spiritual development by providing some opportunities for thought and reflection, although this does not occur in every assembly. The school meets the requirements for Acts of Collective Worship, and as is required, affords all parents the opportunity to withdraw their children from the Collective Act of Worship. A very large proportion of parents have chosen to withdraw their children from the Acts of Worship. The school caters well for these pupils. During the inspection, one of the parents conducted an Islamic service for those pupils who were of the Islamic faith. Others are catered for in a similar manner. All pupils have opportunities to share their feelings and discuss their concerns and worries as part of the school's personal, social and health education curriculum.
34. There is good provision for pupils' moral development. School rules are displayed prominently and all classes have their own rules. Staff make their expectations of behaviour very clear and are consistent and fair in their dealings with pupils. Most teachers praise pupils effectively and give rewards for their behaviour, efforts and achievements, promoting their self-esteem. Pupils develop a clear understanding of 'right' and 'wrong' through well-chosen stories. The school promotes a strong sense of shared standards and values, both through its positive ethos and the good examples and high expectation of good manners set by the head teacher and all staff. Adults encourage pupils to behave well and show consideration for others.
35. The provision for the pupils' social development is very good and is developed effectively through the very good opportunities in classrooms for pupils to develop their awareness of social and moral issues. Classroom organisation allows pupils to work in pairs and groups on set tasks and all pupils respond very positively to these opportunities. Teachers rarely miss incidental moments that arise during the day for reinforcing pupils' understanding of social and moral issues. There is an excellent team spirit amongst staff, and this presents pupils with a very good example of positive relationships. All adults in the school treat pupils with respect and this encourages pupils to do the same. The school provides other opportunities for pupils to develop their social skills, such as the very effective prefect system and the School Council.
36. Provision for pupils' cultural development is satisfactory. There are opportunities for pupils to develop an appropriate understanding of living in a multi-cultural society, witnessed in the celebration of a range of religious festivals such as Eid and

Ramadam. There are several displays particularly in the main hall linked to the studies of non-European cultures and religions, which enhance the pupils' cultural development in a positive manner. Pupils appreciate a range of art and music from other cultures.

37. The school is effectively promoting pupils' personal development through opportunities it provides for raising their awareness of social and moral issues. There are effective measures for eliminating bullying and unsatisfactory behaviour, which are implemented by all staff. Pupils are expected to take on a wide range of responsibilities by regularly performing duties as class monitors, acting as school prefects and contributing to the school's development when participating in the school council. These strategies enable pupils to develop a mature and responsible attitude.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The quality of procedures for child protection and for ensuring pupils' welfare have been maintained since the last inspection and are satisfactory. Pupils of all ages and abilities throughout the school are taught in a caring and supportive environment where they are valued and respected as individuals. The head teacher and staff know the pupils well and are keenly aware of their needs, strengths and weaknesses. In lessons, pupils are provided with constructive educational advice, support and guidance that enables pupils of all abilities to know what they need to do to improve and to make progress. Teachers comment upon their work in a positive manner and errors are corrected in a way that does not lower the pupils' levels of confidence and self-esteem. Pupils are confidently able to approach the head teacher and staff with any worries or concerns they may have and comment favourably on the tactful and sensitive manner in which staff deal with their problems. Pupils are encouraged to persevere when encountering difficulties and their efforts and achievements are celebrated and shared with the whole school and families in assemblies. Pupils' personal development is monitored well informally throughout all year groups through a regular exchange of information between the head teacher and staff and examples of this can be seen in the thoughtful comments written in the annual reports on pupils' progress and in the Records of Achievement.
39. The procedures for monitoring attendance and punctuality are satisfactory. Registers are analysed regularly for emerging patterns on regular non-attendance and well established links with the education welfare services ensure that cases of a worrying nature are promptly acted upon. Parents are made aware of the school's high expectations for attendance but there are occasions when parents are slow to provide a formal explanation of their children's absence and consequently unauthorised absences are not always cleared from registers. There are effective formal procedures in place for parents wishing to take children out of school during the day.
40. The school's procedures for monitoring and promoting good behaviour are very good and the strategies developed and applied throughout the school do much to eliminate all forms of oppressive behaviour, including bullying. The head teacher and staff ensure that pupils of all ages and abilities are fully aware of the school's rules and code of conduct, and the school's high expectations for standards of behaviour are reinforced and frequently revisited in class discussions, personal and social education lessons and in assemblies. The Headteacher's and Teachers' Awards are much sought after incentives and pupils try very hard to gain points for their teams. The prefects are well respected by their classmates and this enables them to operate effectively, encouraging pupils throughout the school to behave in an appropriate manner. The

midday supervisors actively promote good standards of behaviour, both in the dining hall and in the playground. This is particularly evident in the playground where they join in games and generally encourage pupils to share and to take turns.

41. The school effectively supports pre-school children in their transition from home and provides opportunities for them to spend some time in school in order to familiarise themselves with school routines and procedures and to get to know the staff. Year 6 pupils are able to visit the receiving secondary school of their choice and this helps them to transfer with some degree of confidence. The very effective way in which pupils of all ages and abilities are encouraged to work and play co-operatively together is making a major contribution to their learning, the standards they achieve and the progress they make.
42. The school's child protection procedures are satisfactory and staff are vigilant and aware of what they need to do if they have any worries or concerns regarding a child who may be in an "at risk" situation. There are well-established links with the support agencies that visit the school in order to monitor aspects of pupils' health and welfare. The named staff member with responsibility for dealing with child protection issues has not had any recent relevant training and this is currently being addressed. Pupils who become sick or who are injured are well cared for until their parents can be contacted. Several staff members have received training in first aid but no one has been named as the designated contact person. The safety and welfare of pupils is the joint concern of staff and governors and care is taken to ensure that pupils are taught in a safe environment. However, the facilities for the pupils being taught in the Year 6 demountable classroom are unsatisfactory and are having an adverse impact on their health and well being. The access to suitable washing and toilet facilities is inadequate for the number of pupils in the demountables.
43. The procedures for assessing pupils' progress are satisfactory overall. When children start school, the local education authority 'Signposts' for Assessment on Entry to the Nursery are effectively used to set targets in each area of learning. The quality of detail of these targets, however, is unsatisfactory because they are too broad and there is no evidence that they impact effectively on the curriculum. Although as many as half of Nursery pupils have English as an additional language, their needs are not assessed early enough so that the available bilingual support can be directed to support them appropriately. The children's profiles in the Nursery class do not indicate their home language, only if they do not speak English. Reception teachers keep on-going assessments of higher-levels tasks and record when pupils achieve these. By the end of the Reception year, there are class lists showing progress and attainment summaries.
44. Procedures for assessing pupils with special educational needs are good overall, although staff find it hard to distinguish between pupils who need support for English as an additional language and those with special educational needs. Each pupil with special educational needs has an individual education plan. The majority of these plans are carefully constructed to reflect the needs of pupils, although in a small number of cases, the targets are too general which makes it difficult for the steps in pupils' progress to be monitored. The support provided by the local education authority support service and the part-time special educational needs teacher is of a high quality and good liaison between the class teachers and the special educational needs co-ordinator ensures that the needs of pupils with more complex special educational needs are fully met.

45. There are good procedures in place to assess and track the progress of each pupil between Year 2 and Year 6 but the school does not give enough attention to monitoring the progress of different ethnic groups which makes it difficult for differences in performance to be identified. The results of annual tests in mathematics and English are used to identify which pupils would benefit from being given additional support through booster groups and through setting by ability. This is having a major impact upon standards, particularly in mathematics. The results of these tests are also used to 'set' pupils for literacy and numeracy teaching. The systems for recording pupils' progress are satisfactory. There are reading diaries in place but currently there is no systematic structure in place for a homework diary. Assessment is effective in English, mathematics and science in that it provides adequate information about the progress of each pupil. In other subjects, the school is developing satisfactory systems for assessing and recording pupils' progress. This is particularly the case in information and communication technology, geography, history and physical education.
46. The use of assessment information to guide curricular planning is satisfactory overall. The information gathered is sufficiently analysed to identify weaknesses in the curriculum so that areas requiring improvement can be focused upon and appropriate targets set to raise standards. The school is developing strategies for using information to analyse the progress of the different cultural groups.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Links between the school and parents are satisfactory overall. There are some very good relationships which have a positive impact upon the education of pupils throughout the school. The vast majority of parents and carers are very supportive of the school and are happy with all aspects of education the children receive. They speak highly of the head teacher and staff and comment very positively on the way in which they are encouraged to become involved in school's activities and special events, for example, assemblies, concerts and fund raising activities. Parents feel welcome in the school and are able to approach the staff confidently with any worries or concerns they may have regarding their children's progress or welfare.
48. The concerns raised in the previous inspection report regarding the overall partnership with parents have only been partially addressed and there are aspects of the formal and informal links that are unsatisfactory. Although the school ensures that newsletters are regularly produced and a detailed and informative prospectus is available for new and existing parents, all communication is currently in English. Despite the best efforts of staff, the school struggles to cope with providing translated letters and documents because of the wide range of languages spoken by parents.
49. Parents are encouraged to be involved in the education of their children and most support all initiatives presented by the school that are designed to help their child's education. Parents respond positively when provided with opportunities to discuss their children's progress with staff and to learn about the work their children do. The two annual parents' evenings and the recent numeracy festival were very well attended and parents willingly and enthusiastically provide financial and practical support with fund raising activities. However, there is an absence of parental involvement in the daily life of the school and very few parents help in classrooms, around the school or with after school activities. Parents have expressed a wish to receive more information on work covered in the classroom, for example, themes and topics, as they feel they would be better prepared to support their children's learning at home. The Family Centre is a valuable asset for the school and provides parents with opportunities to meet, form

friendships and to share any problems regarding their parenting skills. Despite the efforts of the school to establish a parents' association, the response from parents was very poor, but many parents have expressed regret at the lack of such an association in the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are good. There have been many improvements made since the last inspection. Subsequently the key issues then raised, which referred to the improvement of teaching through monitoring, the implementation of appropriate appraisal procedures and the better provision for newly qualified teachers have been successfully addressed.
51. The school is well led and managed by a strong, effective and sensitive headteacher. A strong senior management team, whose members have a good understanding of their collective and individual roles, ably supports her. Together they provide very clear educational direction, which fully reflect the aims and values of the school. The members of the senior management team work well together in planning and managing both the long term and day-to-day strategies for the efficient running of the school, and in this they have the respect, co-operation and shared commitment of the staff. Levels of morale amongst teaching and support staff are high and there is a strong sense of purpose and an excellent team spirit. Communication between teaching and support staff is excellent and ensures that all class teachers work in a similar way, providing pupils with security about what is expected of them.
52. The school takes great care to monitor and evaluate where its own strengths and weaknesses lie. Information from a wide range of sources is carefully analysed and processed so that areas for improvement can be included in the school's improvement plan. Targets for attainment in English and mathematics and science are devised after analysing the results of a range of tests completed by pupils throughout Key Stages 1 and 2. Careful monitoring of teaching and learning has enabled the school to identify its strengths and areas in need of development, for example, effective and successful action has been taken to improve the overall standard of teaching identified at the last inspection.
53. The upward trend in standards over recent years, particularly in the core subjects of English, mathematics and science, indicates the improvement made since the last inspection. Each subject co-ordinator has a clearly defined role and a very good understanding of what is expected of them. Good systems have been implemented for monitoring the quality of teaching and learning in English, mathematics, science and information and communication technology. The outcomes of monitoring are shared between staff, and agreed targets are set that have contributed to improved standards. However, whilst the school has planned to extend monitoring to all aspects of teaching, learning and the subjects of the curriculum, it has not yet achieved this aim. In the meantime, co-ordinators scrutinise teachers' planning, share discussions at staff meetings and at other times, and through publishing an annual review and plan of action they demonstrate appropriate knowledge of their subjects.
54. The provision for pupils with special educational needs is effectively managed by a well qualified and well-organised special educational needs co-ordinator. Correct procedures are followed, in line with the recommended code of practice. However, the co-ordinator has insufficient release time for her delegated duties and this adds pressure to the time of a teacher who already has full-time teaching commitments.

55. The overall provision for pupils with English as an additional language is satisfactory. However, the school's policy is out of date and there are weaknesses in the way in which the provision is monitored across the school. This results in some inconsistencies in the way support teachers plan, evaluate, assess and record the progress of focus groups. Whilst satisfactory or good in Key Stage 1, in Key Stage 2, the quality of planning and recording is only just satisfactory. The needs of children with English as an additional language in the Nursery are not given enough attention.
56. Satisfactory support is provided for the school by the governing body. Governors play a useful role in the strategic planning of the school, although not all members of the governing body share the same enthusiasm and effort demonstrated by the chair and deputy chair. Meetings are appropriately arranged for the full governing body and for the various sub-committees, which have clear terms of reference. Literacy and numeracy governors are appointed, but at the time of the inspection there was no nominated governor to monitor the school's provision for pupils with special educational needs. Governors are fully involved in the preparation and planning of the school improvement plan. It is a clear and manageable document and appropriately monitored throughout the year ensuring that the associated spending decisions have achieved the intended outcome. The principles and practices of "Best Value," are effectively followed so that the best value for money is achieved in all aspects of school spending.
57. The governors have been successful in making many improvements to the school since the last inspection and clearly have future developments in mind. However, there is a need to focus longer term planning by incorporating school development plans into the school improvement plan, which currently only runs from one year to the next. Governors work well with the headteacher and staff to ensure the school is fully inclusive and welcome the rich diversity of the many cultures and ethnicity brought to the school by its pupils. They should now seek additional ways to further extend this welcome by the greater involvement of parents in the daily life and work of the school.
58. Under the close monitoring of the governing body, the headteacher has delegated responsibility for managing the school's budget. Good procedures and secure controls are well established and incorporate all the recommendations of the last audit report. A very effective and efficient bursar operates up-to-date computerised equipment so that a speedy response can be matched to detailed enquiries. However, there is no other staff member able to deputise in her absence. Designated funds and grants itemised within the budget, such as those for staff training, are correctly identified and used appropriately. The income for boosting standards of pupils in preparation for the end of Key Stage 2 National Curriculum tests is suitably directed and contributes to the good standards achieved by eleven-year-olds. Additional income for special educational needs and from the school's involvement in an Education Action Zone is spent appropriately.
59. The school has a generous allocation of teaching staff, who make up a well-balanced team of teachers in terms of experience and qualifications. Co-ordinators for each subject are secure in their knowledge and management skills, although they are not always allowed sufficient non-contact time to fully carry out their duties. A part-time music teacher makes a good contribution to learning. In classrooms, teachers are appropriately assisted by a number of well-qualified support staff, who generally work with small groups of pupils, often supporting their special educational needs.
60. Resources are generally satisfactory. However, despite a well used information communication technology suite, computers are ageing and the overall number is well below that found in other schools of a similar size and much lower than the

recommended ratio of one computer to eleven pupils. The quality and range of computers and associated software is unsatisfactory. There is also a weakness in the resources for supporting reading for pupils with English as an additional language. Pupils do not have access to dual language books that would stimulate their interest and confidence in reading by using their home language. Generally teaching resources are adequate.

61. Despite some recent major improvements in the school's accommodation, with the building of a dining hall and community library, the school's accommodation remains unsatisfactory. There are several re-used temporary, free-standing classrooms, that accommodate over one third of the total number of pupils in the school. Although access is adjacent to the main building, the distance is considerable, causing difficulty in transporting teaching resources and equipment and preventing access to running water for most. These deficiencies are detrimental to pupils' learning in some subjects, such as art and design and science and to some extent, information and communication technology. The upkeep of these buildings is an excessive drain upon the school's budget. The inadequate provision of toilet facilities is unhygienic and curriculum time is wasted as pupils cross the yard to make use of facilities in the main building. Toilet facilities for Year 6 girls are also inadequate in the main building. The school suffers from an overall lack of space. The school hall is far too small for the number of pupils on roll and the acoustics are very poor. This restricts the ability of anyone with hearing impairments to hear properly. The hard playing areas are small and cramped considering the number of pupils in the school. Nearly every classroom in the school is too small for the number of pupils being taught in them and, despite pupils' good behaviour, essential movement and background noise are disruptive to teaching and learning. The small staff-room prevents the teachers from collectively meeting in it at any given time and working conditions for office staff are cramped and inadequate. Furthermore, because the administrative area is sited on the first floor there is no one to welcome visitors.
62. Despite the unsatisfactory accommodation and its many disadvantages, the school makes the best possible use of its facilities. It is warm and welcoming and made cheerful by the bright displays celebrating pupils' achievements. The site manager and her staff work hard and take a pride in maintaining a high level of cleanliness and order. The large playing field is an asset. It is appreciated, well used, and makes a useful contribution to development of physical education and games.
63. The governors are aware of the inadequacies of the building and have worked hard to make improvements. Since the last inspection, an outdoor hard play area in the Nursery enables pupils' better physical development, although this is only available for use for a limited time each week by the Reception children. The governing body has been successful in obtaining a new dining room, converting the old one into a computer suite. All classrooms have been recently painted and there is an identified rolling programme to extend this to corridors and other areas. Very good environmental areas and playground markings, funded by the Education Action Zone, have contributed to pupils' spiritual and social development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order for the school to continue to improve and reach the highest possible standards the governing body, head teacher and staff need to:

- 1) improve the provision for children in the Foundation Stage by devising and implementing a school policy and scheme of work that reflect the recommended curriculum for children in the Nursery and Reception classes. (*paragraphs 15, 25, 72*)
- 2) improve the provision for children with English as an additional language in the Nursery by:
 - ensuring that their needs are accurately assessed and met
 - providing suitable bilingual activities and resources(*paragraphs 2, 15, 43*)
- 3) build upon the very good relationships with parents in order to devise strategies for improving bilingual communication where a demand exists. (*paragraph 48*)
- 4) strive to find ways of improving the quality of the accommodation particularly for pupils in the demountable classrooms and for administrative staff. (*paragraphs 61, 62, 63*)
- 5) when resources allow, improve the provision for information and communication technology so that there are more computers to support learning across the curriculum. (*paragraphs 60, 93, 105, 116, 125, 132, 141, 142.*)

In addition the school should consider the following less important weaknesses in the action plan:

- improve the management of the support teaching for pupils with English as an additional language at Key Stage 2 (*paragraphs 19, 23, 28, 55, 67, 92*)
- reduce the size of classes for music. (*paragraphs 18, 143, 143, 144, 147*)
- ensure that the school's homework policy is consistently implemented. (*paragraph 24*)
- improve the provision for outdoor play for pupils in Reception (*paragraph 81*)

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

66. Eighty per cent of pupils attending the school require support for English as an additional language. A wide range of cultures is represented within the school community, with three main languages other than English spoken by pupils: Urdu, Punjabi and Arabic. The provision for these pupils is satisfactory although there are some weaknesses.
67. The attainment of children with English as an additional language when they start school in the nursery is below average. Almost half of the children in the Nursery class start school with a vocabulary that is narrow for their age and many children prefer to listen rather than speak. These children make satisfactory progress in the Nursery class but progress could be better. The children are assessed soon after they start school in the Nursery class, but their needs are not given enough attention. Although each child has equal access to the range of activities provided, bilingual activities are not provided and the skills and knowledge of the NNEB are not used sufficiently to provide such support. In the Reception classes, the quality of teaching is good and at times very good. Teachers take care to consider and plan for the needs of pupils with English as an additional language, so that specific tasks can be provided and resources made available to promote learning. This results in the pace of the children's work increasing and their ability to use English improving. Despite the good progress made overall in the Foundation stage, the majority of pupils with English as an additional language still do not reach the Early Learning Goals for communication, language and literacy by the time they start the National Curriculum in Year 1.
68. In Key Stage 1, the quality of teaching by class teachers is good overall and teachers ensure that adequate support is provided for pupils with English as an additional language, both during lessons and when focused groups are given individual support. Teachers employed specifically to support pupils with English as an additional language work very closely with class teachers in Years 1 and 2 and intensive support for pupils who most need it successfully improves the pupils' use of English in speaking, reading and writing. Pupils make good progress and by the time they take the National Curriculum tests at the end of Key Stage 1, the majority achieve standards that are in line with the nationally expected levels, although very few pupils exceed the expectations for pupils of their age. In Key Stage 2, the good quality of teaching by class teachers builds on the good progress pupils have made in Key Stage 1 and, by the age of eleven, the impact of having English as an additional language upon pupils' standards has been virtually removed and attainment accurately reflects pupils' abilities. The support teaching provided by teaching staff specifically for pupils with English as an additional language in Key Stage 2 is just satisfactory and at times it is unsatisfactory. Planning for activities by support teachers is poor and imprecise assessment and record keeping systems are unsatisfactory and fail to help teachers to plan work more precisely to pupils' needs. Whilst the majority of pupils with English as an additional language make good progress in Key Stage 2, this is because of the good quality of class teaching rather than because of the quality of support teaching. The progress of a small number could be better if the available additional teaching support was better directed and monitored.
69. Although all resources to support the education of pupils with English as an additional language are used to employ staff to support pupils, some aspects of the management of the provision for these pupils are unsatisfactory. The school policy is out of date and does not match the current situation of the school and there is no clear strategy to direct staff. There is no appointed member of staff with responsibility for English as an

additional language and the systems for monitoring and evaluating the effectiveness of the support provided are unsatisfactory. Despite good systems for assessing and recording individual pupils' attainment and progress, the school has not yet devised a suitable way of using such information to analyse the levels of attainment and progress of the different cultural groups attending the school. Resources for English as an additional language are satisfactory overall but not enough bilingual books are available to help pupils learn to read, especially in the Foundation Stage.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	15	43	28	4	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	438
Number of full-time pupils eligible for free school meals	0	179

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	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	320

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	78
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.2

Unauthorised absence

	%
School data	1.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	21	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	24	31
	Girls	19	20	20
	Total	41	44	51
Percentage of pupils at NC level 2 or above	School	77 (74)	83 (70)	96 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	27	22
	Girls	18	18	17
	Total	41	45	39
Percentage of pupils at NC level 2 or above	School	77 (75)	85 (81)	74 (72)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	42	26	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	37	38
	Girls	21	17	21
	Total	57	54	59
Percentage of pupils at NC level 4 or above	School	84 (80)	79 (80)	87 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	38	37
	Girls	22	19	22
	Total	59	57	59
Percentage of pupils at NC level 4 or above	School	87 (79)	84 (84)	87 (84)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	47
Black – African heritage	3
Black – other	0
Indian	65
Pakistani	176
Bangladeshi	2
Chinese	1
White	32
Any other minority ethnic group	55

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)	22.0
Number of pupils per qualified teacher	21.09
Average class size	33.14

Education support staff: YR – Y6

Total number of education support staff	10.0
Total aggregate hours worked per week	227

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	0
--------------------------------	---

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	823,149
Total expenditure	847,372
Expenditure per pupil	1826.23
Balance brought forward from previous year	24223
Balance carried forward to next year	0.0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

464

Number of questionnaires returned

124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	3	0	0
My child is making good progress in school.	49	46	5	0	0
Behaviour in the school is good.	40	52	4	2	2
My child gets the right amount of work to do at home.	18	57	16	6	3
The teaching is good.	46	53	1	0	0
I am kept well informed about how my child is getting on.	33	56	7	3	1
I would feel comfortable about approaching the school with questions or a problem.	38	50	7	4	1
The school expects my child to work hard and achieve his or her best.	66	32	1	1	0
The school works closely with parents.	53	39	6	1	1
The school is well led and managed.	72	24	1	1	2
The school is helping my child become mature and responsible.	67	32	0	0	1
The school provides an interesting range of activities outside lessons.	33	48	3	6	10

Other issues raised by parents

They would like more information about what children are being taught.

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

69. The quality of education provided for children in the Foundation Stage is good overall although in Nursery, it is only satisfactory. Children start school in the Nursery class with below average levels of attainment and make good progress. By the time they enter Key Stage 1 they are attaining standards that are close to expectations for their age in each aspect of their learning except in communication, language and literacy, where standards are low. The standards reported at the time of the last inspection have been largely maintained but there has been limited improvement in the areas of the curriculum provision and in outdoor facilities for the Reception classes. Overall, children make satisfactory progress in the Nursery class and good progress in the Reception classes.
70. Children attend the Nursery class on a part-time basis for one year and then enter full-time education in two parallel Reception classes. The Nursery class is in a separate building shared with the Family Centre with its own play area and the Reception classes are in the main school building. There is no secure outdoor play facility for the Reception children except on one half day a week when they share the Nursery facilities.
71. When children are admitted to the Nursery class, their attainment overall is below average. Attainment covers a wide range but nearly half the children require support for English as an additional language and their communication, language and literacy skills are well below average for their age. A significant minority of children have a restricted knowledge and understanding of the world. When children enter full-time education in the Reception classes, baseline assessment shows the attainment is below the local education authority and national averages.
72. Although the day-to-day curriculum provided for children is satisfactory, the school has not adopted in full the Foundation Stage curriculum that reflects the Early Learning Goals recommended for children of this age. A similar weakness was evident at the time of the last inspection regarding the Desirable Learning Outcomes, which were then required for under-fives' education. At present, the curriculum is designed to meet the first stages of the National Curriculum for Key Stage 1 and does not build up progressively from the first Stepping Stones of the Foundation Stage curriculum. The Nursery planning consequently lacks structured learning objectives.
73. The curriculum for children in the Foundation Stage who need support for English as an additional language does not fully reflect the recommended practice for meeting the needs of these children as outlined in the Foundation Stage guidelines. In particular, there is little use of the home language to support early learning. Although the school follows the local education authority's entry assessment and established procedures, these do not provide sufficiently detailed information about the level of support needed specifically by children with English as an additional language.
74. Over time, the quality of teaching and learning is good overall in the Foundation Stage. For the majority of children in the Foundation stage, the quality of teaching is good or, at times, very good. This is particularly the case for children in the Reception classes. In the Nursery class, teaching is entirely satisfactory. Although there is support for

children speaking Urdu and Punjabi in the Nursery, this support is not used effectively and there are no specific strategies for addressing the needs of children for whom English is an additional language. Teaching in the Nursery successfully establishes social skills and promotes positive attitudes towards school. Teachers in the Reception classes establish good relationships with children that build up their confidence and foster their interest and enthusiasm and they provide a good variety of learning opportunities and set high expectations, particularly in writing and mathematics. There are sometimes missed opportunities for children to extend their oral skills and to articulate their ideas.

Personal social and emotional development

75. By the time children start Year 1, they achieve the targets of the Early Learning Goals for personal, social and emotional development. Nursery children are familiar with the conventions of their classroom. They co-operate well in activities, such as sand and water play, and are becoming independent in dressing themselves. They change groups and activities with little fuss and support one another in using the computer. The Reception classes have regular sessions for personal and social development, which enable them to consider matters like friendship, kindness, caring for the environment and keeping safe. The quality of teaching over the Foundation Stage is good especially when teachers provide good opportunities for children to learn from each other.

Communication Language and Literacy

76. By the time children start Year 1, many children do not reach the targets of the Early Learning Goals for this area of learning and attainment is below the national expectations for children on entry into Key Stage 1. This is mainly because of the large number of children with English as an additional language. Despite the good progress these children make, many are still reluctant to speak and lack the knowledge to use a vocabulary that matches that normally found amongst children of this age. Most understand how books are used and are beginning to match words. Some higher attaining children are able to write their names and attempt sentences when they enter the Reception classes.
77. Children make good progress in the Reception classes and broaden their functional vocabulary. They talk about their work with confidence and are extending the range of their words they use. Teachers take the time to check that pupils know the names of common objects, such as those referred to in phonic work. Many are developing word-building skills but a significant number are still not secure in the knowledge of all the letter sounds and names. Pupils enjoy writing and take pride in writing their full names.
78. The quality of teaching over time in the Foundation Stage is satisfactory. There are few planned strategies for meeting the specific needs of children for whom English is an additional language. Planning for language in the Nursery is not linked in detail to the Early Learning Goals and the immediate lesson objectives are sometimes too general. In the Reception classes, planning is based on the National Literacy Strategy by the summer term and is clearly structured so that pupils make steady progress, especially in writing. Teaching is good when pupils are actively involved in their learning, such as in attempting spelling or correcting the teacher's deliberate errors.

Mathematical Development

79. Attainment in mathematics is in line with the Early Learning Goals for children on entry into Key Stage 1. The quality of teaching over the Foundation Stage is good. Nursery pupils develop confidence in counting and recognising numbers from one to five and know some of the numbers to ten. They benefit from good levels of adult support. Most pupils name the basic colours. Teaching in the Reception classes is good. Planning is based upon the National Numeracy strategy and pupils make good progress. They handle numbers to ten confidently and are beginning to calculate mentally problems like number bonds. They have strategies for counting on and recognise useful number properties, such as doubles. Higher attaining pupils are recording addition and subtraction calculations conventionally.

Knowledge and understanding of the world

80. Attainment is close to the Early Learning Goals by the time the children begin Key Stage 1. A significant minority of children, however, have limited experience of the world and this is often exacerbated by the restrictions upon pupils' language for those for whom English is an additional language. These pupils often lack the vocabulary to name physical features accurately and may misunderstand common words like "tide", "bank" and "fell". Attainment in the scientific aspects is stronger. Pupils are given practical experience through activities, such as planting and watching seed growth. This develops their vocabulary and gives regular visual clues. The quality of teaching is satisfactory in the Nursery and good in the Reception classes. Teaching in Information and Communication Technology is very good on occasion and encourages pupils to develop early independence in using the computer.

Physical development

81. Attainment is in line with the Early Learning Goals by the time the children start Year 1. Children in the Nursery class benefit from the easy access to a high quality play area and to a quantity of large toys. They move about the play area with confidence and with regard to other children. They control their movements and observe conventions like the one-way system. Reception children enjoy physical education lessons in the hall and make good progress in developing balance and control skills. They have no accessible play area or outdoor toys and their opportunities for large-scale movement and energetic running are limited. The quality of teaching over the Foundation Stage is good. Teachers monitor activities carefully and have clear learning objectives in formal lessons.

Creative development

82. Attainment is in line with the Early Learning Goals for children on entry into Key Stage 1. The quality of teaching over the Foundation Stage is good and pupils make good progress by the time they start Year 1. Youngest pupils are given early opportunities to explore colour in painting and texture through clay. Reception children used appropriate styles and colours to produce canal boat paintings. Teachers properly emphasise planning and, before making decorated clay pots, pupils were asked to record their ideas on paper. There are examples of good teaching in music. Good management strategies overcome some of the disadvantages of the combined class size. The majority of children clap in time and sing well with the piano accompaniment.

English

83. The inspection findings are that pupils' attainment is above average by the age of eleven. Standards in English have continued to improve since the last inspection. This is supported by the Key Stage 2 test results over the last four years, with the school's results rising at a higher rate than the national trend. Taking the results for the three years between 1998 and 2000, the performance of pupils in English at the age of eleven has consistently exceeded the national average for their age group. In the Year 2000 Key Stage 2 end of key stage National Curriculum tests, the performance of pupils was above the national average and very high when compared to the performance of pupils in similar schools.
84. In Year 2000, the end of Key Stage 1 National Curriculum test results for pupils aged seven indicated that their performance in reading was well below the national average for their age group and in writing results were below the national average. When compared to similar schools, however, the pupils' performance was close to the average in reading and above average in writing. Inspection findings are that pupils read and write as well as expected for pupils of their age. The difference between the inspection findings and the pupils' performance in tests is due to the fact that many of the high proportion of pupils with English as an additional language find the process of taking tests particularly difficult and do not perform as well as they are able.
85. When pupils enter the school they lack confidence in speaking English but by the age of seven, attainment in all aspects of English is in line with national averages. Standards of writing improve steadily throughout Year 1 and 2. Teachers place much emphasis on the writing process and seven-year-old pupils attain higher test results in writing than in reading. By the age of eleven, the standard of writing is good and is a strength of the school. Most pupils produce clear, organised writing that is of a very good standard. Pupils take great pride in the presentation of their work and nearly all pupils display excellent standards of handwriting.
86. At both key stages, pupils of all backgrounds and abilities make good progress in their English lessons and the standards attained indicate that progress over time is good. Teachers respond well to their pupils' diverse learning needs and ensure that educational inclusion for all is promoted. Pupils who have special educational needs are well supported and make similar progress to other pupils of their age group. The many pupils who have English as an additional language also make good progress.
87. Given the limitations of many pupils' skills in spoken English when they enter the school, they do well to attain satisfactory standards in speaking by the end of Key Stage 1. Many pupils come to school with limited vocabularies but teachers make good use of lesson time to encourage correct pronunciation and conventional speech patterns. At both key stages, the pupils make good progress in this aspect of English. By the age of seven, most pupils are able to communicate with each other clearly and are keen to give their views and opinions during class discussions. Good progress is made as they extend their vocabulary when participating in literacy hour sessions and in other subjects, such as science and history. Pupils talk about characters from stories in the "Big Books" and enjoy discussing stories that they hear, such as "After the Storm" and "This is the Bear." They can re-tell fairy stories, myths and legends with a good degree of accuracy. By the age of eleven, most pupils are confident and articulate speakers, although a minority prefers listening to speaking. All teachers encourage pupils to talk about their work and experiences and pupils are involved in confidence boosting activities, such as debates, drama, choral or public speaking.

88. Throughout the school, pupils show a good understanding of what is said and listen with good concentration. In Key Stage 1, they have many opportunities to listen to stories and to evaluate written work and the opinions of their peers. For example, Year 1 pupils listen carefully in a shared reading session about kangaroos and in Year 2 pupils are most attentive listeners when the teacher explains the use of suffixes. Pupils in Year 3 listen carefully whilst the teacher reads excerpts from “The BFG” and their written responses show that they are attentive and thoughtful listeners. Pupils listen carefully to the ideas of others, for example, in the final sessions of the literacy hour when they share their work with other members of the class. Pupils enjoy listening in group and class reading sessions as seen when some Year 6 pupils read from “Goodnight Mr Tom” and other pupils listen carefully and pay close attention as is evident from their good answers to the teacher’s probing questions. Throughout the school, standards of listening are very good and all pupils make very good progress in this aspect of English.
89. By the end of Key Stage 1, pupils achieve standards in reading that are close to those expected for their age. Most pupils have built up an average sight vocabulary and read with appropriate understanding of the text. Teachers give good attention to phonic work and the sounding out of letter blends and words. All Year 2 pupils are able to join in when the class members read aloud from the story of “Mossop’s Last Chance” or when reading to teachers in shared reading activities. By the end of Key Stage 2, standards of reading are above average, although a small minority of pupils in Year 6 have below average reading skills and targets for national curriculum tests are lower this year than in the last four years. However, nearly all pupils in Key Stage 2 identify story themes, plots and characters and comprehension skills are above average. All pupils participate in reading activities during the daily literacy hour and without exception show a real enjoyment of books. At Key Stage 2, most pupils have good skills of making inferences and predictions from a variety of texts and identify and explain the use of parts of speech. Pupils read fluently and accurately in group and class reading sessions and can use the text to extract evidence or analyse feelings. Year 5 pupils scan through letters and newspaper reports and find good examples of words that demonstrate shock such as “heart thudding” and “chattering teeth.” Pupils at both key stages make good progress in reading and this is particularly rapid in Years 5 and 6. Pupils with special educational needs receive good support and make good progress towards the reading targets set in their individual education plans.
90. The majority of pupils write as well as expected for pupils of their age by the age of seven. They are independent writers and use capital letters and full stops with reasonable accuracy. Pupils recognise word patterns and understand technical vocabulary such as verbs, adjectives and synonyms. They sequence events. For example, Year 1 pupils write about the life cycle of a baby and Year 2 pupils write about the stages used when making burgers. Throughout Key Stage 2, pupils produce a good standard of written work that is beautifully presented and most of it is interesting and varied in content. Pupils write in a variety of genres such as stories, riddles, letters of complaint and persuasion, information leaflets, science fiction, biography and poetry. Pupils enjoy the extended writing sessions and work diligently to produce high quality written work with correct spelling, grammar and punctuation. Pupils, including those who have special educational needs and English as an additional language make particularly good progress in writing because of an effective teaching policy and the pupils’ own determination to produce good quality written work that they can be proud of.
91. Most pupils have very positive attitudes to work and maintain good levels of concentration and perseverance. They are willing workers who are very keen to

succeed in mastering skills of English. Throughout the school, pupils are well behaved and co-operative. They are very helpful and supportive of each other and collaborate well in their groups. Pupils show enjoyment of reading activities and a keen interest in literature. When given the opportunities, pupils' levels of initiative and independence are well developed but lessons sometimes limit the scope for pupils to extend their personal research skills. The heavy dependence on textbook tasks can hamper personal creativity and investigative writing. Key Stage 1 pupils use wordbooks although many are capable of using dictionaries and very few younger pupils can speedily retrieve information for themselves from reference books or by using information and communication technology skills. These skills improve in Years 5 and 6 when pupils quickly learn to use dictionaries proficiently but research and independent learning skills are a weaker area of the school's work.

92. The quality of teaching and learning is good at both key stages. In over one third of lessons observed the teaching was very good. This represents a significant improvement from the last report. As in the last report, most of the very good teaching occurred near the end of both key stages. Literacy lessons are well structured and carefully prepared with group activities ably controlled and teachers manage their pupils very well. The National Literacy Strategy has been very effectively implemented and all teachers are secure in their subject knowledge. Teachers receive a high level of help from support teachers and assistants, and this team teaching arrangement works particularly well in Year 2 literacy lessons. The quality of teaching of class teachers is never less than satisfactory but the quality of the additional teaching support is variable and does not always have a positive impact upon the progress that pupils make. In Key Stage 2, a small percentage of support teaching of whole class lessons and of groups of pupils with English as an additional language is just satisfactory and at times unsatisfactory. Classroom assistants give valuable support to pupils when teachers make the best use of their assistants' time. Lessons are usually conducted at a brisk pace and when teachers' expectations are particularly high, such as in Years 5 and 6, the pupils respond very well to the challenges and their learning is very good. Throughout the school, good features are that teachers pay very good attention to extending pupils' understanding of the structure and conventions of English. Teachers make sure that pupils know what they are expected to learn and how this links to what they have learned previously. There is an appropriate focus on the literacy objectives and good use is made of whole class time and group sessions. All teachers provide very high levels of support and encouragement and this has a positive effect upon the good standards that are attained.
93. The subject is very well managed by two efficient key stage co-ordinators and, as a result of an effective monitoring system, there is a high level of consistency of practice throughout the school. Samples of pupils' work are collected and testing procedures are in place, with teachers using satisfactory on-going assessment procedures to guide planning. This data is not yet sufficiently analysed to monitor the progress of either individuals or that of different ethnic groups. However, the marking of work is of high quality and helps pupils to identify areas where they can improve their work. A particularly good feature is the way Key Stage 2 teachers give their pupils individual targets such as "use more powerful adjectives" or "remember to use paragraphs." Literacy skills are well used in most other subjects and some of the written work, for example, character studies of Tudor monarchs produced in history, is of very good quality. The use of information and communication technology equipment to support the subject is unsatisfactory and pupils rarely have the opportunity to increase their word-processing skills.

94. Overall, resources for the subject are satisfactory with good use made of the new materials, such as the "Big Books" and the group reading materials. The school has a very wide range of textbooks but there is a shortage of quality fiction and reference books for pupils who have such a wonderful thirst for knowledge. There is a particular shortage of reading books in pupils' own first language although parents prefer English only books. The school makes good use of all the available resources but the poor standard of accommodation makes it very difficult for pupils to have easy access to books and computers. The lack of a library, referred to in the last report, still hampers research work and, although a new community library will open on the school site in the near future, pupils are still disadvantaged by the lack of easy access to books covering all subjects and cultural areas.

Mathematics

95. Inspection findings indicate that pupils currently in Year 2 and Year 6 attain average standards for their ages in numeracy and in all aspects of the mathematics curriculum. Progress is good by the time pupils reach the age of eleven. The last inspection reported that standards in mathematics were broadly average at the end of both key stages. The 2000 national tests results show that standards were average by the end of Key Stage 1 and well above average by the end of Key Stage 2. Differences between the 2000 Key Stage 2 results and inspection findings are because of differences in the natural abilities of the cohorts of pupils involved. When compared to similar schools, pupils' performance was very high, being in the top 5% of schools. The school is currently concentrating its efforts on mathematics, using the National Numeracy Strategy as a way of building up achievement in mathematics. Trends in the end of Key Stage 2 National Curriculum tests indicate that standards are improving and have exceeded the national average between 1998 and 2000. In the year 2000, the targets in mathematics were met. The school has set targets for the year 2001 that are lower than previous years. This would result in standards being close to the national average in the subject. There are no marked differences in the performance of girls and boys. Pupils with special educational needs and English as an additional language make good progress overall.
96. By the end of Key Stage 1, inspection findings are that standards are close to the national average. Nearly all pupils have a secure grasp of addition and subtraction. Higher attaining pupils work confidently with numbers up to 100 and more, although some lower attaining pupils work accurately only with numbers up to 20. Pupils develop satisfactory use and understanding of common mathematical symbols such as "+" and "-" and "=" in written work. They are developing appropriate mental calculation skills and they have a good recall of basic number facts. For example, they know odds cannot be halved evenly and the more able pupils are showing familiarity with 3 digit numbers up to 999. They are aware of the pattern of number squares and know number bonds up to 20 and can use this knowledge in mental calculations. Pupils use their knowledge of number in everyday tasks such as shopping. They recognise coin values and combine them to add up totals up to £1. Pupils use decimals to record larger amounts and they know, for example, that £7.70 is the same as 770 pence. Pupils have started to carry out simple divisions such as 12 divided by 2, and some pupils understand that this is the same as $\frac{1}{2}$ of 12. Scrutiny of the work by pupils in Year 2 reveals that pupils can accurately identify shapes such as triangles, hexagons, circles and squares from descriptions such as "it has 3 sides and 3 corners" and "it has 6 sides and 6 corners". Pupils measure objects in centimetres. However, other aspects of measurements, such as weighing and work on capacity, are not as good as they could be because not enough opportunity is provided for such work.

97. By the end of Key Stage 2, pupils achieve standards that are close to the national expectations for eleven-year-olds. They have a secure understanding of arithmetic and most work confidently with numbers up to 1000 or more. They use standard written methods for addition, subtraction, multiplication and division, and most have satisfactory recall of basic number facts, such as multiplication tables. By the age of eleven pupils can work out calculations in their heads quickly, they understand fractions, are developing their measuring skills and use and interpret a range of diagrams and charts. In their written work, it is evident that they have a satisfactory grasp of reflecting shapes, graphs, the imperial units of mass, angles, fractions, percentages and brackets. Pupils recognise and draw acute and obtuse angles and measure them accurately in degrees. In their work linked to football fixtures and numbers of supporters, pupils show an appropriate understanding of the rounding up process of calculations. In one very good lesson in Year 3, pupils were competently identifying which operation was required to solve a problem linked to vouchers for computers. In the exercise, pupils were displaying satisfactory levels of accuracy and an appropriate range of mathematical language to describe their calculations. There are not enough opportunities for pupils to use their mathematical skills in other subjects across the curriculum.
98. Good teaching has a positive impact upon pupils' learning. A good understanding of the National Numeracy Strategy enables teachers to use a good range of strategies to motivate pupils. Lessons are well organised and focused and are carefully planned and evaluated. There are some variations in the quality of teaching at times. For example, one lesson in Year 3 was judged to be poor because the work planned for the pupils was far too easy and did not provide sufficient challenge to either the average or above average pupils in the group, but in another Year 3 class the teaching was very good because the teacher made very good use of resources and excellent use of the chalkboard to illustrate the vertical, linear and number lines. Teachers demand and usually receive work that is well presented and neatly set out. The three-part lesson structure of the numeracy lesson is soundly established and planning is satisfactory, although the use of clear questions at the end of sessions to assess what pupils have understood is not always used as effectively as it could be. The teachers use a good range of mathematical vocabulary and this results in pupils being able to explain their work using correct terminology. The oral and mental sessions are usually delivered with enthusiasm. Most teachers have a good understanding of mathematics and use a range of strategies to motivate pupils. They are often enthusiastic in the way they present activities, and make good use of resources to enhance pupils' learning. All work is systematically marked but comments do not always contain guidance as to how pupils can improve standards. Homework, including learning tables, is completed by some pupils and supports work carried out in those classes but not all classes set out homework in a structured and consistent manner.
99. The mathematics curriculum is broad and balanced and the two co-ordinators are effective in co-ordinating and implementing the National Numeracy Strategy throughout the school and monitoring the quality of teaching and learning.

Science

100. The results of Teacher Assessments at the end of Key Stage 1 in 2000 show that standards in science were well below the national average overall. Standards against similar schools were below average. At Key Stage 2, standards were in line with national averages and well above average against similar schools. Improvement over time has been good and inspection findings indicate that standards are currently

broadly in line with national expectations at Key Stage 1, and above national expectations at Key Stage 2. The discrepancy between end of key stage National Curriculum tests and inspection findings is because the performance of pupils in school work is better than that in tests and also standards are continuing to improve. This is because the school has put a great deal of effort in the development of the subject and this has had a positive impact on the quality of work seen in pupils' books and on what pupils know and understand.

101. The previous inspection reported standards to be above national expectations at both key stages. For a significant number of pupils English is an additional language, and progress at Key Stage 1 is limited by this factor. Whilst progress in acquiring English is good, progress in science at Key Stage 1 is satisfactory. Achievement at Key Stage 2 is good, because pupils make good progress in their English language skills and apply these well to learning in science. The number of pupils reaching the higher level 5 at Key Stage 2 is in line with national expectations. The good teaching seen at the end of Key Stage 1 and throughout Key Stage 2 has a significant impact on how well pupils achieve. Teachers' high expectations, especially at Key Stage 2, that pupils will work hard, and the very good relationships that exist between teachers and pupils throughout the school, are reflected in pupils' progress.
102. At Key Stage 1, standards are average across the knowledge and understanding aspects of science. This aspect is good at Key Stage 2. Although pupils achieve satisfactory standards in their development of investigative and experimental science skills at Key Stage 1, their achievement is not as good as it could be. This is partly linked to many pupils' weak English language skills and the lack of support teaching in some lessons. For example, in a science lesson in Year 1 pupils did not fully grasp the concepts of dark and light, and progress for some pupils was unsatisfactory. At Key Stage 2, pupils' greater fluency and understanding of English, consistently good teaching in science and teachers' greater emphasis on investigative approaches enable pupils to achieve above average standards. A science lesson in Year 4 on rocks and minerals captivated pupils' interest, because the teacher's presentation was enthusiastic and expectations were very high, encouraging pupils to contribute in class discussions. Teachers know their pupils well, and address language needs and special educational needs with appropriate care and sensitivity. Because relationships are very good and teachers organise and manage groups well, pupils have many opportunities to interact with each other and the adults working with them. There is a lively sense of fun and excitement in many lessons, especially those involving investigation skills, promoting good enquiry skills.
103. Teaching is good overall, and the effective co-ordination of science has had a marked impact on the planning and delivery of the scheme of work, which is supported effectively by an appropriate textbook. Teachers know what the national curriculum requirements are, and regular monitoring of planning, teaching, and pupils' work has ensured good progress in the subject. Very detailed analysis of tests at Key Stage 2 has resulted in refining planning to ensure all aspects of the curriculum are taught well. This level of detailed analysis is not yet evident at Key Stage 1 to further inform teachers' planning. Lessons are generally well structured and are presented with a lively pace. For example, in a lesson in Year 6 on electrical circuits, the teacher set clear objectives with appropriate tasks that kept pupils on task. Regular interventions enabled the teacher to check learning and take steps to consolidate teaching where some pupils still remained uncertain or unclear about the facts. Teachers apply good questioning strategies to encourage pupils to think, hypothesise and offer their views and ideas with relative confidence. Pupils at Key Stage 1, who are confident in their speaking skills, learn to contribute to group discussions at an early stage. At Key Stage

2, not only are pupils able to articulate responses well, they are also happy to ask questions to extend further their knowledge and understanding. For example, in a Year 5 lesson on plant structures pupils were totally involved in their close observational drawings, and keenly asked why and how bees collected nectar. A small group of pupils who are learning English as an additional language were effectively supported through bilingual teaching.

104. Pupils have a range of strategies to record their work, including using data-bases, graphs and note-taking. For example, pupils at Key Stage 1 in a lesson on electrical appliances recorded their classifications using Venn diagrams. There is evidence to indicate pupils' good understanding of recording experimental details, for example, of factors that affect rates of growth. At Key Stage 1 they perform simple tests to investigate properties of different materials, for example, those that are magnetic and non-magnetic. These skills are extended at Key Stage 2 to ensure pupils learn to predict, with reasons, what they anticipate might happen within given circumstances. For example, in work on circuits pupils were asked to explain their investigations prior to carrying them out, thus testing their theories. In addition, they move from drawing to diagram form using appropriate symbols for wires, cells, switches and appliances. Pupils gave detailed explanations of how they had measured pulse rates before and after exercise, the impact of this on the heart and muscles and the connections to health in general. They represent their findings in graphical form, linking cause and effect appropriately.
105. As pupils move through the school they apply their knowledge well to make sense of new information in science and to draw sensible conclusions. For example, pupils at Key Stage 2 are aware of the environmental implications of air and land pollution. Pupils have a good understanding of food values and life cycles, and evidence from detailed note-taking indicates the curriculum is covered effectively. At both key stages, appropriate emphasis is placed on developing specialist scientific vocabulary. Pupils thoroughly enjoy opportunities to explore and investigate, understanding well the principles of fair testing. In all these elements, expectations are high and because pupils are eager to do well and demonstrate a lively interest in the subject, many achieve well. There was limited evidence of use of information and communication technology to record data, or promote learning, although the school has a good range of software to support science. Homework is not rigorously used to extend learning, although a number of pupils, at Key Stage 2 are keen to learn in their own time.
106. At both key stages, pupils work hard and behaviour is generally good, especially when handling practical activities. Pupils approach all their work with care. Their attention to written presentation is very good, and pupils take pride in what they do. Where teachers' marking indicates areas for improvement, pupils take the advice offered conscientiously. They respond well to praise and encouragement, enjoy success and are sensitive to the needs of others when working in small groups. For example, pupils wait their turn to use equipment and resources in practical work where they are expected to share. Where teaching lacks challenge and tasks are not explained clearly enough, pupils become distracted and learning is less effective.

Art and Design

107. At the end of both key stages, attainment is in line with national expectations and overall progress is satisfactory. This is similar to the findings of the last inspection. However, where teachers have particular strengths and subject knowledge, pupils

make good progress. Pupils with special educational needs and English as an additional language make similar progress to that of their peers.

108. Several of the skills pupils learn in art and design lessons are applied in other subjects of the curriculum, such as in observational drawing in science, making good use of colouring techniques in history and in model making in design and technology. A few examples of pupils' displayed work are indicative of their early knowledge and introduction to the use of computers in art and design.
109. Pupils in Key Stage 1 use paint to good effect and make satisfactory progress through their programmes of study. They study the work of Kandinski and Mondrian, simulate their techniques and demonstrate confident use of brush and paint. They learn about basic colour and have a satisfactory understanding of how to mix it and experiment with printing, using hands, fingers, blocks and sponges. Sometimes pupils mix paint with other materials such as glue and powders to produce effective work in the style of Bindu Visphol's "Big Bang." Throughout the key stage, pupils' line control steadily develops through using chalk, wax crayons and pastels and occasionally charcoal. Most of the work produced, however, is of a two-dimensional nature and although pupils manufacture clay pots and experiment with batik, there are limitations placed upon the depth and range of work they study, which restrict their development.
110. Throughout Key Stage 2, pupils continue to make satisfactory progress. However, in some year groups, such as in Year 6, progress in lessons is good. In general, the emphasis continues to be on the development of the use of colour through paint and other media and of drawing skills. Pupils continue to lack broader experience and experimentation because of limited access to a wide range of materials and three-dimensional work. Although a few examples of this were observed, it is not a regular feature of teachers' planning. Pupils' sketchbooks are useful and are beginning to provide pupils with opportunities to develop and practise skills, such as the progressive development throughout the key stage of the use of shades, washes and colour mixing. However, they often contain directed activities and do not sufficiently allow pupils to use them spontaneously to record, plan and practise techniques and ideas that may be modified and refined for use at a later date.
111. Satisfactory teaching promotes positive attitudes to art and design amongst pupils. They enjoy working together, share resources cheerfully, and are eager to produce good work, taking time, care and effort to produce their finished product. Relationships are good and often very good, and pupils take an interest in each other's work, displaying a willingness to offer help and advice to each other. During a Year 1 lesson, pupils' cultural development was enhanced during a study of African patterns and design to develop into batik. The teacher's well targeted questions, clear instructions and good use of resources, made for well-focused and challenging learning. In Year 6 a very good lesson was seen. Pupils, having enjoyed the teacher's previous lessons for studying the work of Art Nouveau, through William Morris, L.C.Tiffany, Fabergé and similar artists, were effectively led into a new topic about Art Deco. The teacher is very well informed and his enthusiasm, good resources, such as video and pictures, and his very good preparation enabled the pupils to learn with much enthusiasm. From the lesson they were able to gain an insight into this era of artistic expression, which made a good contribution to their knowledge and understanding of a range of art and artists.
112. The management of art is satisfactory. The co-ordinator has worked with staff to produce a new policy and scheme of work, which is specific to the school's needs. When it is fully implemented, it will provide opportunities to refine and improve areas outlined in need of further development. Additional support for staff will be provided

when needs are identified through the rigorous monitoring of the curriculum and when, through assessment, teachers will have more information about pupils' progress.

Design and technology

113. The standard attained in design and technology is in line with national expectations by the end of both key stages. Standards have been maintained since the time of the last inspection. All pupils, including those with special educational needs make satisfactory progress throughout the school. The progress of pupils with English as an additional language is also satisfactory and their progress improves steadily as they mature and develop their knowledge and understanding of English.
114. At Key Stage 1, pupils learn at a satisfactory rate. They develop their skills by folding and cutting paper and card as seen in their construction of model houses depicting King's Road. When working with a variety of materials pupils cut, bend and join and learn how to make secure joints using glue, sticky tape and other methods. Pupils are using their design and technology skills to good effect in their work on Greek Theatre masks. Some pupils make satisfactory representations in clay as seen in their clay models of bowls. Pupils' designing skills were demonstrated well in their work on moving models, such as the skeleton they had constructed. As they move through the key stage, pupils, including those with special educational needs and English as an additional language, make satisfactory gains in their understanding of the need to plan out their work and review it in the light of the work and models that they construct. The range of design and technology opportunities is appropriate.
115. In Key Stage 2, pupils use a range of books and explore, design, make and evaluate a range of different models. They have access to a wide range of work in design and technology and they make satisfactory progress in the subject. They use appropriate planning sheets to sketch their design and itemise the resources they will need. They learn about the basics of making secure joints and frames. As the pupils move through the key stage, they increasingly understand the need for careful planning. As seen in a Key Stage 2 lesson on the making of bookmarks and greeting cards, pupils learn well from their previous mistakes and are adept at evaluating the most and least successful elements of their finished products. In this lesson there was clear evidence of originality by some pupils. Although working to the same design brief, the finished products were not identical. Where necessary pupils apply finishing techniques, such as painting to add quality to their product, as seen in a fabric display.
116. Satisfactory teaching and learning results from teachers having a secure knowledge and understanding of the subject. Planning and use of time and resources are satisfactory and the expectations of pupils' achievements are appropriate. However, from the scrutiny of pupils' work, not all teachers have an effective systematic approach to assessing pupils' attainments. There is scope to improve the level of challenge for many pupils and increase the use of information and communication technology to support the design process. Whilst there are some opportunities to extend pupils' understanding of number and measures in the making of different items, more could be done to enhance skills in literacy and numeracy through more effective evaluation of products so that opportunities could be taken to apply basic skills.
117. There is no co-ordinator in place for the whole school and the policy is outdated. The school acknowledges that design and technology is an area for future development. Some staff are unsure of the DFEE initiated curriculum guidance and some feel

insecure in the delivery of an effective design and technology programme and this has contributed to satisfactory standards and progress rather than good or better.

Geography

118. By the end of both key stages, pupils' attainment is in line with the nationally expected level and standards have been maintained since the last inspection. From a very low starting point, all pupils, including those with special needs and English as an additional language make satisfactory progress in Key Stage 1. As pupils with English as an additional language consolidate their knowledge and language skills, the progress made by pupils increases and in Key Stage 2 progress is good overall.
119. By the age of seven pupils show a satisfactory understanding of the features of their own locality. They study routes to school, know their own address, produce representations of their own home and show a good awareness of different means of transport available locally. Their knowledge and understanding is further extended by their use of maps and aerial photographs and pupils identify, compare and contrast different locations well. Pupils recognise weather symbols and keys and contribute to whole class weather records. They make comparisons of different climates and their impact on types of clothing to be worn. Pupils' learning is being enhanced through links with other subject areas, such as science and history. Skills acquired in literacy show in pupils' writing, for example, through written accounts and making lists. Pupils talk about their learning with enthusiasm and confidence. By the end of Key Stage 2, pupils identify and name continents and countries, use co-ordinates effectively to find features on a map and they build on these skills through fieldwork undertaken at a residential centre. Discussions on developing a Conservation Charter in Year 6 show that pupils are acutely aware of the influence of human economic activity on the environment. They have a secure grasp of the issues of recycling, energy and resource conservation and the protection of endangered species and this contributes to their social, moral and cultural awareness.
120. Teaching and learning are satisfactory overall with the bulk of the teaching of geography undertaken by the subject co-ordinator across both key stages. Where unsatisfactory teaching was seen, the slow pace of the lesson and the low level of challenge offered to pupils, particularly the higher attainers resulted in pupils making unsatisfactory progress. Appropriate geographical learning objectives are identified in medium-term planning and the topics covered link well to other subject areas, such as the study of materials in science, and so promote pupils' learning. The scrutiny of pupils' books, the scheme of work and whole school planning shows that all aspects of the programmes of study are being successfully taught. Pupils are systematically taught a range of geographical skills through an effective scheme of work based on national guidance. Individual lessons are mostly well planned and prepared and teachers provide appropriate work for pupils of different abilities and for those with different language needs. Teachers use question and answer sessions well to encourage pupils to use their language skills to successfully to explain their ideas. In a lesson seen during the inspection, by deliberately moving locations and labels on a map of the British Isles the teacher was successfully able to assess pupils' knowledge and their retention of information. Written work is of a high standard and very well presented. Teachers provide good support for lower attaining pupils and those with English as an additional language but expectations in some lessons are not high enough to ensure pupils acquire the necessary geographical skills.

121. Teachers have good subject knowledge and promote pupils' interest through their own. Pupils' work is regularly marked and supportive comments are made although written comments are rarely specific to the subject. The school is working to include developmental targets to further guide and direct pupils' learning. Opportunities for pupils to find information out for themselves are restricted by a lack of easy access to reference books and computer-based resources.
122. Relationships with pupils are extremely positive and teachers demonstrate a very good knowledge of individual pupils, their academic and social targets and the progress they make towards meeting them. Where high expectations are set pupils enjoy their learning and respond very well. However, where the level of challenge is insufficient to retain their interest, then pupils lose concentration and gain little from the activity. Generally they settle to tasks quickly and easily and show good levels of concentration and application.
123. Visits to the Lake District by older pupils secure their understanding of contrasting locations and they get an opportunity to use mapping and orienteering skills to reinforce previously acquired learning. Informative displays in support of current topics provide additional information and direct and extend pupils' understanding of the world around them.
124. The school has good structures in place for monitoring teaching and learning and these have resulted in improved standards. A newly developed system of assessing pupils' work against National Curriculum level descriptors is being implemented. Planning links with other subjects, for example, the materials section in science links with work on rubbish in geography. Similarly the 'passport' activity successfully builds on pupils' backgrounds and their existing cultural links with other countries.
125. Information and communications technology is used to deliver some aspects of geography curriculum but there are not enough research opportunities for pupils because computers are not available in classrooms. The school has a satisfactory range of maps, textbooks and weather measurement resources and uses visits to the Salford Quays and the Lake District to support practical aspects of the subject.

History

126. Attainment in history meets national expectations at the end of Key Stage 1 but by the end of Key Stage 2 attainment exceeds national expectations. These standards match those noted in the last inspection report. All pupils, including those with special educational needs and those for whom English is an additional language make satisfactory progress in Key Stage 1 and good progress by the end of Key Stage 2.
127. By the age of seven, pupils have developed a satisfactory knowledge and appropriate sense of the past. They can place key events on a time line using everyday words about time and accurately sequence pictures according to the era of time they represent. Pupils study how early man lived and how he hunted for food. They learn about famous historical figures such as Grace Darling and Guy Fawkes and begin to understand in some detail what people's homes and lives were like in the past. They also compare a series of artefacts such as toys and household utensils both old and new and note the differences. A group of Year 2 pupils described in great detail work they had done on the Great Fire of London and its origins and supplied detailed

information on the contents of Samuel Pepys diary. They could also explain changes in methods of transport in the locality through an activity linked to their studies in geography.

128. By the end of Key Stage 2 pupils have a good knowledge about the way different people lived in the past. They study the River Nile and its importance in the life of the Ancient Egyptians. Pupils competently compare “then and now” and distinguish between fact and point of view. The in-depth coverage of Quarry Bank Mill through a study visit gives pupils a deep insight into how people lived in different periods and they have a good appreciation of various historical changes. They compare artefacts and buildings from the present and the past and give reasons for changes. Their understanding is further extended through pursuing historical inquiries through the 1930’s and onwards. The effects of bombing on the local area are studied and map interpretation skills acquired in geography support this activity and contribute to pupils’ learning. Pupils use the internet and electronic encyclopaedias to find additional information about features such as Art Deco styles, but access to these is limited since there are no computers in individual classrooms.
129. Pupils’ attitudes and behaviour are very good and this has a positive effect on their learning. Pupils are interested and keen to learn. They contribute well to discussions and can develop an argument from a particular point of view, drawing on a range of evidence. For example, one particular lesson challenged pupils to develop and sustain arguments in support of Aztec culture through research and previously acquired knowledge. The vast majority of pupils work well together and maintain good levels of concentration. Pupils are well motivated and their relationships with each other and adults are very good. These factors make a strong contribution to their learning.
130. The teaching of history is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers’ knowledge and understanding are good and this promotes pupils’ interest and as a result their learning is enhanced. There is a very good working atmosphere as a result of good classroom management and well-structured activities. By the end of Key Stage 1, higher attaining pupils write confidently using sentences and their work is neat. Lower attaining pupils are well supported in their writing through the provision of appropriate worksheets, vocabulary and additional staffing. By the age of eleven, higher attaining pupils write in considerable detail. Skills gained in literacy are reflected in the quality and range of pupils’ work. Their written work is well organised, clear and very well presented. It is well-marked and annotated to support and guide further learning. The sharing of the teacher’s personal experiences from a visit to Mexico and the provision of an interesting range of genuine artefacts for Year 5 pupils make strong contributions to pupils’ cultural and spiritual awareness and enhance learning. The provision of good recording structures, word banks and differentiated tasks guides pupils’ learning well. Where it is used, such as in a branching diagram, information technology supports the continued acquisition of information. When seeking out information about life in the Second World War, pupils in Year 6 interacted very well with a simulation exercise and this contributed significantly to their knowledge and understanding of the period in question.
131. The subject is well managed and the co-ordinator has a good understanding of further developments required in the subject. The revision of the policy in line with national guidance is being undertaken in order to guide the teaching of history. New assessment and recording systems have recently been introduced to provide teachers with more information about prior attainment and to assist in individual lesson planning. The availability and quality of resources make a useful contribution to the quality of teaching and learning, though access to a wider range of research materials including

CD ROMs would allow more opportunities for independent research and inquiry thereby developing pupils' research skills.

Information and communication technology

132. Pupils' attainment in information technology is in line with that expected for pupils at the end of both Key Stage 1 and 2. Although this is a similar judgement to that made at the last inspection, standards are rising in the school because of focused teaching and a well-structured scheme of work. The school and the staff have risen to the challenge of the changing requirements of information and communication technology and pupils achieve well. All pupils, including those with special needs and English as an Additional Language make satisfactory progress at both key stages. Where there are weaknesses it is to do with an insufficient number of computers and the lack of opportunity pupils have in using information and communication technology across the whole curriculum on a daily basis.
133. Pupils' skills in searching for images and pictures and information are well advanced and by the age of eleven are better than normally found for pupils of this age. Almost all pupils are able to design multi-media presentations. Pupils access the internet, use search engines and interrogate databases. For example, pupils in Year 6 successfully acquired information about Art Deco, gas masks and life in the war years in support of their history projects. Pupils in Year 4 are able to create repeating patterns using images from the internet and successfully integrate them into a publishing package. They confidently use features of the 'Dazzle' program to enhance their work and successfully utilise search engines to gain additional information to compliment their projects. Older pupils revise and develop their e-mail skills by sending messages to each other, refining and redesigning questions to gain information. These skills are being successfully employed in developing contacts with pupils in a school in New Zealand. This is giving pupils an increased social and cultural awareness.
134. By the time they are seven, pupils demonstrate good use and control of the computer mouse. They can identify icons and symbols, log on, load, save and retrieve their work and have a good awareness of the various aspects of the computer. Pupils successfully generate pictures of themselves using a simple paint package and create brightly coloured pictures using line drawings and infilling shapes. They use a programmable toy effectively and provide it with clear, accurate instructions to enable it to follow a pre-determined route. By following clear instructions pupils are able to access an encyclopaedia package and search for information on animals, volcanoes and dolphins. They come to appreciate that the computer is special because it can provide more information and in a wider variety of formats than books.
135. Pupils in Key Stage 2 show good research and questioning skills and use an index effectively to enable them to find, record and recover additional information. Good links are established between literacy and information and communication technology. This is shown in Year 3, where pupils work through an interactive story and find out even more information as they study the structure and development of the Rusty Dreamer story. Pupils are successfully encouraged to record information manually to enhance their own story writing skills for use at a later time.
136. Direct teaching of information and communication technology was seen in all lessons and ranged from satisfactory to very good. Where teaching is very good, pupils are provided with a good challenge and are well supported in their learning by extremely knowledgeable practitioners. When a teacher revised previous learning effectively this

gave pupils confidence and enthusiasm for tackling the next stage of the activity. Lessons are well planned, and links are identified where information and communication technology supports other curriculum areas, such as data logging in science. The good pace of lessons and high expectations enabled all pupils to experience a number of different activities within one session. Pupils are well motivated and intervention at an early stage by teachers, when difficulties occur, ensures that they remained motivated and well focused.

137. Although progress across the school is satisfactory, the quality of teaching and learning was observed during the inspection was good. During the lessons observed, teachers motivated pupils well, and together with experienced support staff, enabled all pupils to make good progress in the lessons. Good gains were seen when pupils modelled a science experiment to test the permeability of certain materials. Pupils set different parameters for the simulation exercise and were able to interpret results successfully. Sessions at the end of lessons are effectively used by teachers to assess the how much pupils have learned. In one very effective lesson, pupils had to consider their own gains in understanding against the learning objectives and judge their performance accordingly. Good use is made of support staff and they are very effective in providing additional help for pupils of differing abilities.
138. Pupils with special educational needs have specific programs and activities to undertake to secure their literacy skills whilst at the same time developing their computer skills. Pupils with English as an Additional Language are given satisfactory support overall.
139. Pupils demonstrate good levels of understanding as they move round the computer using icons and directories and saving their work in the appropriate locations. Pupils recall work by continuing with previously developed web pages and presentations and save the changes. Where slower progress was being made, it was as a result of speed of access to the internet, which did lead to some restlessness and pupils becoming less well motivated. Pupils are attentive and follow instructions well. Pupils worked very well together, sharing the inputting of data and designing repeating patterns in Year 4.
140. Pupils' word processing skills are less well-developed and they do not get sufficient opportunity to draft, edit, revise and enhance the presentation of their work on a regular basis. Older pupils have a well-developed understanding of the uses of information and communication technology in the world around them and many make use of a computer at home to further their learning.
141. Teachers have successfully completed the nationally required training and this is contributing significantly to the raising of standards throughout the school. Teaching and learning is closely monitored and staff have been provided with good levels of support which gives them confidence in using information and communication technology across the curriculum. The subject is very well led and managed and there is a high level of expertise in the school. Assessment and recording sheets are provided for staff to monitor the acquisition of skills and provide information about pupils' expertise and prior attainment so that lessons can be more effectively planned to meet pupils' needs.
142. The school's time-tabled use of the Computer Suite makes a strong contribution to high standards in this subject but information technology skills are not supporting other subject areas sufficiently. Although there is a plan to extend the Computer facility to provide more room, the school currently has an insufficient number of computers to meet the recommended ratio of one computer to eleven pupils. A number of laptops

are available and used in support of data logging activities. The school has access to a web camera, scanner, language masters and programmable toys together with a good range of carefully chosen software, which supports the majority of curriculum areas. The school, which enjoys the support of a technician, is well placed to initiate further improvements once additional resources have been secured.

Music

143. Standards have improved since the last inspection and standards are now in line with those expected for pupils aged seven and eleven. Throughout the school pupils are making satisfactory progress but are restricted in making better progress by the large size of the teaching groups. The specialist teaching overcomes these disadvantages in part. Pupils with special educational needs make satisfactory progress throughout the school. The progress of pupils with English as an additional language is also satisfactory. It improves steadily as they mature and develop their knowledge and understanding of English.
144. All classes are doubled up for music lessons so that numbers can be as great as sixty or more in a lesson. This represents an improvement from the time of the previous inspection when groups were larger. The arrangement ensures that specialist teaching is available for all aspects of the curriculum and provides monitoring time for other staff. However, despite satisfactory levels of learning the arrangement inhibits individual pupils' possible progress.
145. By the end of Key Stage 1, pupils use their voices expressively in singing, changing the mood of their song as their teacher suggests. They sing in tune with piano accompaniment and recognise rhythm and dynamics. Teachers encourage pupils to listen carefully to music and recognise the kind of image the composer creates such as "cold" or "scary". Pupils are given regular opportunities to develop an appropriate knowledge of composers and instruments. Year 2 pupils recalled not only the composer of "The Seasons" but also the main instrument and the artist. Younger pupils enjoy performing and good instruction helps them to learn technical skills in handling percussion instruments, such as the tambourine.
146. At the end of Key Stage 2, pupils are familiar with a wide range of untuned percussion instruments and play them well. They use instruments satisfactorily to create compositions that reflect mood. Teachers use striking images, for example, the painting, "The Scream" as the stimulus for composition. Pupils are encouraged to explore sound. They know that different beaters change effects, they understand "layering" combinations of sounds and they look for ways of modifying sounds. Pupils respond well to the teachers' high expectations in singing and skills are well established. Pupils listen carefully to each other when singing in rounds and follow the conductor's hand signals carefully. Older pupils are familiar with conventional notation. They have a satisfactory understanding of how notation and instructions affect the performance. Younger pupils develop their own graphical symbols to record their compositions. Throughout the key stage, pupils are building up a sound knowledge of important composers and the instruments of the orchestra. They understand the families of the orchestra and explain why the flute is in the woodwind section.
147. The quality of teaching is consistently good and often very good even though the group sizes are very large. Teachers employ very effective organisational and control strategies to manage the large groups whilst maintaining an enjoyable and purposeful atmosphere. The strong subject knowledge demonstrated by teachers makes pupils

aware of possibilities and gives them the confidence to experiment. Teachers are aware of the limited English vocabulary of some pupils. They are careful to present the correct terminology but also provide pupils with opportunities to extend their descriptive vocabulary. Pupils were encouraged to find words to describe the sounds of “rain” and younger pupils were offered new words in a poem matching the music.

148. The Performing Arts club, which is led by the co-ordinator as an extra-curricular club, provides pupils with an opportunity to be involved in the full range of performance activities. The very successful performance of the musical “Annie Jnr” demonstrated the how high standards can be. Pupils were able to perform with good quality resources, such as voice mikes, and had the support of a professional sound engineer. The subject contributes to pupils’ cultural development through the range of musical experiences offered. Pupils use a good range of ethnic instruments and enjoy visits from musicians from different musical cultures. The older pupils have an annual visit to hear the Halle Orchestra.

Physical Education

149. At the end of both key stages standards in physical education are in line with national expectations. All pupils make satisfactory progress as they move through the school and standards are similar to those identified at the last inspection.
150. By the time they are seven, pupils can perform appropriately in gymnastics. They can make curling and stretching shapes, which they share and develop by working alone or in pairs. They have a satisfactory understanding of the meaning of sequence work and to a moderate degree they can mimic mirror images of a partner’s movements.
151. In Key Stage 2, pupils in the lower years attend the local swimming baths as part of their programme of study, after which, most are able to swim at least fifteen metres and a significant number, much further. They are confident in water and manage more than one style of swimming. Games lessons contribute to pupils achieving satisfactory levels of competence in ball skills, athletics and other team games to which their teachers introduce them. They can effectively apply the skills they have learned to running, skipping, catching and throwing. However, they demonstrate some technique weaknesses in taking off or landing in jumping activities. Year 6 pupils are fully aware of the effect and benefits of strenuous exercise upon the body. They are able to monitor this during lessons and link it to work they have studied in science.
152. Mostly pupils’ attitudes to physical education are good, although a few occasionally do not participate with the enthusiasm of the majority. However, all particularly enjoy swimming and strive very hard to achieve the various certificates available on attaining measurable achievement levels. In games activities they work well in groups and recognise the need for rules in games and the benefits of teamwork in sport. They treat equipment with respect and are good at helping to manage it for the teachers. Most are properly equipped and dressed for lessons, but a few have inappropriate footwear for outdoor games. A number benefit from extra curricular sporting activities, but they are not extensive for a school of this size. Year 6 pupils have the opportunity to enjoy outdoor activities at a voluntary residential venue, but not all pupils choose to participate
153. Teaching overall is satisfactory, although some good teaching was seen during the inspection. A good lesson was observed in Year 5, during which the teacher’s high expectations and good challenge enabled most pupils to make good progress in

sprinting, and positional teamwork in a passing activity. A few teachers do not have the secure knowledge and understanding in this subject as they have in others, but find that the new scheme of work is beginning to give them additional confidence. The use of demonstration and discussion of good practice in lessons is an area for development. For example, in Year 1, the pupils lost developmental opportunities to discuss how to improve their performances following observations of the work of others. On another occasion, some throwing techniques in a Year 6 class were not properly demonstrated by the teacher so that pupils were not extending skills as well as they may otherwise have done.

154. The new co-ordinator is confident, enthusiastic and has the necessary knowledge to effectively lead the subject forward. She has already played a major part in developing a new policy and scheme of work that meets the needs of the school and has led staff meetings to discuss how it may best be managed. Plans for monitoring the curriculum are envisaged, but in the meantime she is aware of what is taught in school by monitoring teachers' planning. Assessment procedures are not yet in place, but procedures for this are almost ready. Teaching resources are satisfactory although there is a need to replace the mats used for gymnastics. The small hall is further reduced in working space by the lack of suitable storage for large physical education apparatus, and by the position of the piano and various other musical instruments. This makes it difficult at times for classes of older pupils in Key Stage 2 to move around as freely as they would like.

Religious Education

155. Standards are in line with the expectations of the Locally Agreed Syllabus for religious education at the end of both key stages. This represents considerable improvement in the subject since the last inspection. The subject is now making a significant contribution to pupils' spiritual, social, moral and cultural development. Although achievement in the attainment target relating to learning from religion is less well developed than the target relating to learning about religion, pupils are making good progress throughout the school.
156. Pupils in Key Stage 1 have a satisfactory awareness of important features of other faiths, for example, those who lead worship in church, mosque and synagogue. They know that most faiths have special texts and places of worship. Teachers are sensitive to the diverse backgrounds and faiths of pupils and to the level of their understanding, particularly of those for whom English is an additional language. Pupils' learning is helped when teachers make good links to literacy skills, such as reading "big books" for reference, and give guidelines for writing. Year 2 pupils increasingly use their own words to express their ideas, for example, in telling how Jesus calmed the storm. Pupils are beginning to understand that religious beliefs affect behaviour and have drawn up their own rules for life in their classes.
157. In Key Stage 2 pupils extend their knowledge of the main world faiths. They develop a satisfactory appreciation of the effect of religion on daily life, particularly when teachers make strong links with pupils' experience of family life. This helps pupils to see how they learn to share and respect others. Learning is effective because teachers' subject knowledge enables them to explain clearly and to lead discussions with confidence. This improves pupils' understanding of complex issues such as the events leading to Easter. Pupils copy the good models of respect set by teachers, for example, in handling sacred texts. Well-structured lessons ensure that sound factual appreciation of other faiths and understanding of the principal beliefs support this respect. Some

pupils show a depth of thought in considering the Five Pillars of Wisdom and the Five Ks. The oldest pupils showed no hesitation in explaining how important it is to respect everyone's beliefs.

158. The quality of teaching in both key stages is good and is leading to an improvement in the quality of learning. The co-ordinator has worked hard to ensure that all teachers have clear workable guidelines and is regularly monitoring lessons. She is currently helping teachers improve the opportunities for the attainment target relating to learning from religion. Additional support is drawn in where needed, for example, in the teaching of Hinduism. Teachers use a range of approaches that attract pupils' interest, such as handling artefacts, and encourage pupils to employ cross-curricular skills, such as text scanning strategies.
159. Nearly 45% of pupils are withdrawn from Religious Education lessons and appropriate provision is made for them. The percentage of withdrawals, however, causes management difficulties and restricts enhancements to the curriculum, for example, visits which might take longer than the allocated lesson time. Similarly visiting speakers can only come during the set lesson time. The school makes thoughtful efforts to bring pupils together for instance in sharing the great festivals. Display is used effectively to draw together contributions from pupils of different faiths, for example, in providing descriptions of individual experience of worship. The subject is characterised by mutual respect and appreciation of beliefs.