

INSPECTION REPORT

CLAREMONT JUNIOR SCHOOL

Moss Side, Manchester

LEA area: Manchester

Unique reference number: 105408

Headteacher: Ms P Dempsey

Reporting inspector: Ms J Emberton
22823

Dates of inspection: 13th-17th March 2000

Inspection number: 195647

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Claremont Road Moss Side Manchester
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs F Zubairu
Date of previous inspection:	13 th January 1997

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Mr P Robertson	Lay inspector		Pupils' attitudes, values and personal development Partnership with parents and carers Pupils' welfare, health and safety
Mr T Aldridge	Team inspector	Mathematics Information technology Design and technology	Quality and range of opportunities for learning
Ms J Pinney	Team inspector	Science Geography Religious education Equal opportunities English as an additional language	The school's results and pupils' achievements
Mr R Greenall	Team inspector	English History Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an above averaged sized junior school. There are 243 pupils on roll between the ages of seven and eleven. Over 80 per cent of the pupils are from ethnic minority backgrounds, mostly Afro-Caribbean, and nearly one in five pupils is a refugee from Somalia. There is an above average number of pupils with special educational needs (23.4 per cent), three have statements. A large number of pupils join and/or leave the school during the key stage. Attainment on entry to the school is below average.

HOW GOOD THE SCHOOL IS

The school is very effective in meeting its aims. Pupils across the school make good progress in all subjects. The quality of teaching is good overall, with a very high percentage of good and very good teaching. The headteacher and governors manage the school very effectively and monitor the curriculum and school budget well to meet the school's shared aims. The school provides very good value for money.

What the school does well

- Pupils make good progress in English, mathematics and science.
- High standards are achieved in art, music and drama.
- Pupils have very good attitudes to school. They are keen to work, enjoy learning and show much respect for others.
- The quality of teaching is good overall with a very high percentage of good and very good teaching.
- Leadership and management by the headteacher and governing body are very effective.
- The provision for spiritual, moral, social and cultural development is very good.
- The level of care provided for pupils is very good.
- Assessment is used very well to plan work.
- The school has effective links with parents, who are very supportive.
- A very wide range of extra-curricular activities is offered.
- Pupils with special educational needs are offered very good provision.

What could be improved

- The use of information and communications technology by class teachers.
- The quality of teaching in Year 4 to the high levels seen in other year groups.
- The levels of attendance across all year groups, especially for those pupils who are persistently late or absent.

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

Claremont School is a very good school. The strengths above far outweigh the weaknesses which will form the basis of the school improvement plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection January 1997. Although standards at the end of Year 6 have slipped since the last inspection, this has been mainly due to the changing profile of the school's population and the high numbers of pupils coming into and leaving the school between Years 3 and 6. Good standards of teaching and behaviour have been maintained, with high proportions of good and very good teaching seen during the inspection. This has resulted in particularly good improvements in literacy and numeracy for the present Year 6. High standards in art and music are evident and there have been improvements in standards in design and technology. Standards in religious education have declined from above to in line with locally agreed expectations. Improvements in those areas identified as key issues in the last inspection are considerable. Assessments of the progress pupils make are good, and the role of the governing body in understanding the school and helping the school to raise standards is very good. The school has a very good capacity for further improvements.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	E	D
Mathematics	E	E	E	D
Science	D	E	D	B

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

The 1999 results show standards that are too low in English and mathematics. There has been a considerable change in the character of the school's population since the last inspection, and a high number of pupils enter and leave the school between Years 3 and 6. This has put strain on the improvement of standards in the last three years, despite the good quality of teaching. However, pupils throughout the school make good progress and achieve well. Standards in test results in science, although below the national average, are good in comparison to those found in similar schools.

The recent introduction of the literacy and numeracy strategies has benefited the pupils as well as the policy of setting pupils by ability in Years 5 and 6. The quality of teaching in these year groups is particularly strong. As a result of all these factors, standards for the present Year 6 are set to rise significantly in the coming year and the school is likely to meet the challenging targets it has set itself.

Standards in information technology and religious education have fallen since the last inspection and are now in line with standards expected for pupils at the end of Year 6. Standards in art and music are high because of the high quality of teaching and advisory support received in these areas. Pupils also do well in drama and dance. Standards in design and technology are improving and, like geography, history and physical education, are in line with standards expected for pupils of a similar age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy to come to school and are keen and interested in their lessons and other activities that are provided by the school. The presentation of pupils' work is good.
Behaviour, in and out of classrooms	Very good. Pupils get on well with each other.
Personal development and relationships	Very good constructive relationships are formed. Pupils are polite and develop good relationships with each other and with adults. They show much respect for each other's beliefs and feelings.
Attendance	Attendance has improved since the last inspection and is in line with similar schools locally, but remains slightly below average. Levels have improved since the previous inspection. Authorised absences figures are affected by some pupils taking holidays in term time and the school's recognition of the religious needs of some pupils. Unauthorised absences are above the national average because many parents do not provide reasons for absence or comply with the school's very rigorous procedures. A small number of pupils are persistently late in the morning.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall: 70	good

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

During the inspection, 96 per cent of teaching was satisfactory or better. Of this, 37 per cent was satisfactory, 27 per cent good, 25 per cent very good and 6 per cent excellent. Three lessons seen in Year 4 were unsatisfactory.

The quality of teaching and learning is good overall, enabling pupils to achieve well. There is a good proportion of very good teaching, particularly in Years 5 and 6. The basics in literacy and numeracy are taught well and there is some exceptionally good teaching in music. Teachers make sure that pupils know what is expected of them and what they have to do to achieve it. As a result, the pace of lessons is good and pupils concentrate well. The specialist teaching for pupils who speak English as a second language is good, as is the support given to those pupils with special educational needs.

There are some weaknesses in teaching, particularly in Year 4. Some lessons lacked clarity and in others there was insufficient challenge for some of the pupils. In information technology, some teachers do not have sufficient knowledge and understanding of the subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a good range of subjects taught, with a particularly high level of emphasis on the arts as well as literacy and numeracy. There is a very good range of extra-curricular activities. The school's very good links with the local community make a good contribution to curricular provision.
Provision for pupils with special educational needs	Very good. A high level of support ensures that pupils meet their own targets. Class teachers and specialist staff work well together.
Provision for pupils with English as an additional language	Good. Provision is better for pupils in Years 5 and 6 than in Years 3 and 4. Teaching assistants are used well and there is good support from the local education authority's service. Pupils make good progress towards their individual targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual provision is supported successfully through a well planned programme of assemblies, collective worship and religious education lessons. A high priority is put on developing the pupils' awareness of right and wrong and of the need to respect others. The school also promotes a very good understanding of the diverse cultures and faiths represented in the school.
How well the school cares for its pupils	The school uses assessment very effectively to plan work for all its pupils, including the large number who join the school throughout the key stage. A good level of support is provided by the school for pupils' personal and social development. Procedures for health and safety are satisfactory.

The school has good links with parents who are very supportive of the school. The school provides good levels of information and encourages parents to become involved in initiatives. These include home-school arrangements and a project to improve science results.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and senior staff work very well together, supporting key areas identified for improvement. All are keen to enhance the reputation of the school and to raise standards further.
How well the governors fulfil their responsibilities	The governing body is fully involved in the work of the school. They are very supportive of the work carried out by the senior management team and meet all statutory requirements.
The school's evaluation of its performance	The school is very effective in evaluating its own performance. School improvement and the use of financial resources are very well monitored. Procedures to monitor and improve the quality of teaching are very good. The school targets particular groups of pupils successfully to ensure they make good progress.
The strategic use of resources	Very good. The school uses the resources available in a very carefully planned way. The use of special needs funds and funds to support the learning of pupils who speak English as a second language is very good.

There is a very good level of teaching and non-teaching support for the pupils, and a good level of learning resources. The very good resources for information technology, include a suite of computers. Although two small classrooms provide cramped conditions, the accommodation is adequate and staff ensure that it provides a secure, structured and stimulating learning environment for all pupils.

The school provides a thorough analysis of data to compare how well the school is doing and offers a very good range of opportunities for the pupils outside the normal curriculum. Overall, the school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Many aspects of the school are very positively viewed by parents. Parents feel that most aspects of the school's provision are good, including reading, pupils' behaviour and links with parents. 	<ul style="list-style-type: none"> More homework. Too little homework.

The table above summarises the views of the fourteen parents who attended the meeting for parents and of the 37 who returned questionnaires. The inspectors agree with all the positive comments expressed by parents. A satisfactory amount of homework is set regularly for all year groups.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the school is varied but is mostly below the level expected due to the high proportion of pupils who have special educational needs together with a growing number of pupils with refugee status. In 1999, the national tests show standards in English and mathematics were well below the national average and below that of similar schools. This represents a decline in standards from the time of the last inspection when standards were judged to be in line with the national average. The school has, however, gone through considerable change since then. The school has a high rate of pupils joining and leaving between Years 3 and 6 and has high numbers of pupils who require additional support because they do not speak English as a first language. The school has worked extremely hard to support pupils and as a result, pupils make good progress in their basic literacy and numeracy skills and achieve well. The fact that teachers set a clear focus for learning and has organised pupils in Years 5 and 6 into ability sets has meant that there is particularly good progress made in these years. Standards for the present Year 6 are therefore higher than in 1999, but are still below the national average, however the school is on-line to meet the targets set. Particularly good work was seen in the development of speaking and listening skills when Year 6 pupils were rehearsing their dramatic production. Pupils expressed a great deal of feeling under the specialist direction of a local adviser and teacher.
2. In science, results in 1999 showed a significant improvement on the previous year and although below the national average were above those of similar schools. These standards have been maintained by the present Year 6. This is the result of the school's continued determination to raise standards through improved assessment of the progress made by pupils, more detailed planning and the involvement of parents.
3. Standards in information technology at the end of Year 6 are in line with those expected nationally but have fallen since the last inspection. The school is improving the resources available to enhance the quality of the provision. The best work is completed in the school's information technology suite but not all members of staff are fully confident in the use of computers in the classroom and do not always plan effectively. Therefore, although progress is satisfactory overall in some lessons pupils make unsatisfactory progress.
4. In religious education, standards at the end of Year 6 are in line with standards set locally. This is below the standards identified in the last inspection. This is partly due to smaller amounts of time now being spent in Year 6 for religious studies. Nevertheless, pupils do have a good knowledge and understanding of the major world religions. Also, throughout the school, pupils develop a healthy respect for the feelings and beliefs of others.
5. The school sets particularly high standards in art and music. The school attaches great importance to both subjects. This enables pupils to express themselves fully and to develop socially as well as academically. In art, the progress pupils make is very good. Skills and techniques are wide ranging and are taught systematically across the whole school. Some excellent work was on display showing good links across other areas of the curriculum. In music, standards are high because of the focus the teachers have on the development of skills for all pupils. However, there are also

excellent opportunities for pupils to sing in the school choir and to be part of the steel band where standards are very high.

6. Standards in all other subjects, including design and technology, geography, history and physical education are in line with that of pupils of a similar age. In design and technology, standards have improved since the last inspection, mainly as a result of improved planning which supports teachers well and ensures the skills pupils acquire are built on effectively. Standards in geography, history and physical education have been maintained since the last inspection, although there have been improvements in dance where standards are higher than average.
7. The provision for pupils with special educational needs is good and as a result pupils make good progress against the individual targets set for them. This is particularly so in the development of literacy skills.
8. Pupils who speak English as an additional language receive good support from specialist teachers and make good progress overall. This is especially so for pupils in Years 5 and 6 where the majority of resources are focused. As a result, pupils make better progress in Years 5 and 6 than they do in Years 3 and 4.

Pupils' attitudes, values and personal development

9. Pupils have very good attitudes to school. They are keen to complete their work and take pleasure in talking about their school life and what they have learnt. They behave very well in lessons and around the school. The personal development and relationships between pupils and staff are very good. These joint factors ensure a positive learning experience for all pupils.
10. Pupils' positive attitudes in their lessons have a considerable impact on their learning. They are keen to work, enjoy learning, and show interest in their lessons and other school activities including after-school clubs. Pupils show good motivation, listening attentively to their teachers and are keen to participate, answering questions confidently. Concentration in lessons is very good with pupils sustaining interest in individual, group and class activities. Pupils with special educational needs have positive attitudes to their work and are keen to improve.
11. Pupils' behaviour in lessons and around the school is very good, which has a positive effect on learning and the quality of life in the school. Pupils are clear about the standards of behaviour expected and understand the clear rewards and sanctions procedures. They understand and follow the school rules and their own agreed classroom rules. Teachers rarely have to spend time establishing order. Pupils behave very well, are polite and queue in an orderly manner when they prepare to enter the dining hall. They move around the school and enter the hall for assemblies in a very orderly manner with politeness shown to adults. Pupils with special educational needs behave well and are seen as equals by the other pupils.
12. Harassment and bullying in the school were not seen during the inspection. Around the school, pupils are friendly and polite to one another and to adults, including visitors. They show respect for school equipment and property. However, one pupil was excluded from school twice in the past year.
13. Pupils show consideration and value each others' feelings, values and beliefs. This was demonstrated by many small acts, such as concern shown to pupils who had small mishaps or were upset. Pupils demonstrated their respect for the opinions and

beliefs of others in lessons, listening to views expressed in assemblies and showing understanding through their behaviour. Pupils of all ethnic, cultural and religious groups work and play well together. The school works hard at promoting positive understanding of the wide variety of cultures within the school.

14. Pupils' personal development is satisfactory with pupils responding to the variety of initiatives including helping with small tasks in the running of the school. As pupils move through the school they gain an increasing sense of responsibility and independence in their work that benefits learning. They settle to group work quickly and are able to work with minimal supervision. Although attendance has improved over the past year, it is still below average and there are a number of pupils who are persistently absent or late in the mornings.
15. Very good constructive relationships are formed with one another, with teachers and other staff in the school. These relationships have a positive impact on learning in lessons and other activities. Pupils work well together in pairs and groups as well as individually. Pupils were frequently observed sharing resources and ideas in lessons. For example, in a Year 5 design and technology lesson, they helped each other in the design and manufacture of musical instruments using a variety of materials. Pupils with special educational needs are often assisted in their work by classmates who share tasks and give appropriate, friendly support. Music and performing arts in the school contribute to the increasing confidence shown by pupils.
16. The school has maintained its good progress since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching overall is good. During the inspection, a high proportion of lessons, some four per cent, were of an excellent standard. Thirty-one per cent of lessons were very good or better, which is high. The quality of teaching was good or better in 57 per cent of lessons and unsatisfactory in only four per cent. It has improved since the last inspection. Examples of excellent teaching were seen in English, music, art and drama, and there were very good examples of teaching in English, mathematics, science, music, and physical education. Unsatisfactory teaching occurred in history and English in Year 4 due to insufficient planning and unsatisfactory management of the lesson.
18. Pupils are managed very well by teachers who expect good behaviour, politeness and courtesy in and outside the classroom. Most pupils respond to these demands very well. Pupils are encouraged to become responsible for their own learning. In lessons that were less than satisfactory, in Year 4, teachers lacked the experience necessary to overcome the many challenges presented to them. For example, in meeting the needs of the very wide range of learning difficulties within the classrooms, or coping with the specific needs of pupils who speak English as an additional language, or with pupils who are new to the school and who at first, find it difficult to follow the school rules.
19. Teachers plan lessons well so pupils are motivated to learn. There is a good balance of direct teaching, activities for pupils and time for reflection. Activities are well chosen so that there is effective consolidation of pupils' skills, knowledge and understanding. Pupils make good progress in most subjects because work builds effectively on previous learning and becomes steadily more demanding. In literacy and numeracy lessons, teachers' thorough understanding of the curriculum and rigorous regular practice enables pupils to grasp basic skills. Pupils become increasingly confident in

combining letter strings to build words. They use a good range of methods to solve mental arithmetic problems. In information technology lessons, teachers use the computer suite effectively, with word-processors and the internet being handled well by most teachers. However, teachers make insufficient use of the computers in their classrooms and this area is less well developed than the use of the suite; this is currently under review for development by the school. Teachers have secure knowledge of the National Curriculum.

20. In literacy, numeracy and most other subjects, pupils' learning is systematic and they are encouraged to reflect on what they already know and draw on this to develop and improve their current learning. In English, teachers are successful in selecting texts closely matched to the needs of the whole group in guided reading sessions and this sustains pupils' interest and promotes good progress. In most lessons, teachers question effectively and their instructions and explanations engage pupils of a wide range of attainment. Information from questioning is used appropriately to plan future lessons. This is particularly effective for pupils who have special educational needs. Teachers work closely with the special educational needs co-ordinator so that targets for improvement build successfully on what they know. Plans are implemented appropriately and pupils are encouraged to reach their targets and recognise their own progress.
21. Teachers have high expectations of pupils. More able pupils are challenged through teachers probing questions and persistent expectations of high quality work such as essay writing in English and history. Research skills are developed sufficiently through the use of the school library and CD-ROMs are used increasingly by pupils to research for information to good effect.
22. The use of resources is planned well and teachers employ a wide range of ideas to stimulate the individual class needs. Support staff are deployed well to support small group teaching for special needs and for those pupils who speak English as an additional language. In addition, parents, friends and governors also assist. Extra adults in the class contribute significantly to the good progress made by pupils. The mixed ability group teaching in the foundation subjects has a very positive effect on pupils with special educational needs and gives opportunities for pupils to excel in drama, art, music and design and technology. Pupils watch and learn from other pupils and gain information and skills which help them to join in discussions at the end of the lessons, raising self-esteem and confidence. Classroom monitoring by the headteacher and co-ordinators has been very effective in helping teachers to share good practice and improve the quality of their work.
23. Teachers work hard and so do the pupils, who are supervised well to ensure that they carry out activities diligently and complete them appropriately. The standard of homework set is good. It is given regularly to all year groups, and this contributes well to pupils' learning.

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

24. Curriculum provision for all pupils is good. The school's aims are fulfilled successfully through a broad and full curriculum which promotes pupils' intellectual, physical and

personal development and prepares them well for secondary school. This includes all the subjects of the National Curriculum, religious education, sex, health and drugs education. The provision meets statutory requirements. Effective policies are in place. Subjects are well supported by thorough schemes of work which have undergone a detailed review by curriculum co-ordinators to ensure coherent units of work. These support long-term planning well and ensure the curriculum is delivered systematically throughout the key stage. The time allocated to teaching the National Curriculum core and foundation subjects is broadly in line with national recommendations.

25. The school gives high priority to developing basic skills. It has introduced the National Literacy and Numeracy Strategies effectively. Planning of the curriculum is closely linked to national guidance. In the upper part of the school setting for literacy and numeracy is beginning to have a positive effect in raising standards as activities are more closely matched to pupils' needs. A high level of teamwork between subject and year group teachers when planning together ensures that those in parallel classes are covering the same content and building effectively on what they have learnt before. The school has an effective policy for sex education and drugs education and these are implemented well through the science curriculum and specific teaching for the older pupils.
26. All pupils have equal access to the opportunities offered by the school. Provision for pupils with English as an additional language is good. Teaching assistants are used well to support these pupils. Good support is also provided for these pupils from the bilingual support service of the local authority. Pupils are provided with individual targets which are regularly reviewed and their progress towards them checked regularly. Essential labels and displays around the school are provided in a variety of languages so that parents and pupils who do not read English have equal access to important information and instructions.
27. The school makes very good provision for its pupils with special educational needs and the curriculum effectively supports learning targets identified in their individual education plans. Class teachers and support staff work well together to ensure that tasks are set at an appropriate level to help pupils improve. The school has bought in additional teaching support to improve the amount of help it is able to give to pupils with special educational needs. There is a clear and useful policy for special educational needs, and pupils' individual education plans have targets for learning that are suitably updated, practical and easily understood. Pupils' statements are regularly reviewed and the school makes very good efforts to put the provision outlined into effect. The co-ordinator has developed strong systems to enable a consistent approach with staff, parents and outside agencies. Pupils with special needs and those who are gifted and talented have good access to extra-curricular activities and receive a broad and balanced curriculum through the extra staffing and skilled use of specialist equipment.
28. The provision for extra-curricular activities is very good and they are well supported by pupils. A wide range of activities is provided which includes football, art, a steel band, African drumming, drama, choir, computer and homework clubs. All these are used very effectively to raise pupils' self-esteem and improve their personal and social development. An area of curriculum excellence is the performing arts which includes drama, dance and music and the school makes very good use of visiting specialists to develop this area of the curriculum. There are inter-school sporting activities which provide good social interaction.
29. Provision for pupils' personal, social and health education is good. Younger pupils

undertake a healthy eating topic as part of the science curriculum to develop further awareness in this area. Health education for older pupils is also effectively provided through the science curriculum and through specific sex and drugs education for the oldest pupils. This provides them with the knowledge and understanding to make informed choices later in life. Good opportunities are provided in circle time for pupils to discuss issues about relationships and codes of behaviour successfully. Pupils are encouraged to take responsibility and to improve their own learning, for example through extra lessons and school clubs at the end of the school day. The oldest pupils undertake a residential week away and this further enhances personal and social development.

30. The community makes a very good contribution to pupils' learning. For example, the 'Windrush Group', members of the local community including grandparents, come into school to talk to pupils about their experiences as immigrants during the 1950's and 1960's as part of history. The school has very good procedures in place to develop economic and industrial awareness and careers guidance with representatives from local business working with older pupils. Pupils benefit from visitors to the school and visits to places of educational interest, including venues for music and the performing arts. Visitors to the school have included visiting specialists for music and the performing arts, a theatre group, a story teller and the community policeman, all of whom have had a positive impact on learning. Access to the Internet and the development of skills in information technology mean that pupils are beginning to have further enriching opportunities.
31. Links with local primary schools, secondary schools and universities are very good. The vast majority of pupils transfer from the infant school on the same site. The headteachers meet informally on a regular basis and there is a well-established transition policy and procedures that cover all issues relating to pupils' academic and pastoral needs. These include pupils visiting the secondary schools, a meeting for parents and a transfer of records as well as meetings between members of staff to discuss any concerns. The school also has links with local colleges and students visit the school for experience. Very good relations are maintained with the University with students providing very effective support for homework and music clubs during the year. Students also attend on a varied programme of work and study placements and they make a positive contribution to pupils' learning.
32. The provision for personal, including spiritual, moral, social and cultural development, is very good and is a strength of the school.
33. The school provides very good support for pupils' personal development. Their spiritual development is encouraged well, especially through the planned programme of assemblies and collective worship and in religious education lessons. These enable pupils to reflect on their own experiences and to explore the values of others. Collective worship in school assemblies is enriched by the high standard of the music from the school's steel band. The assembly progresses to a theme and closes with a period for reflection. Themes include responsibility for actions, self-esteem and bullying, as well as other character building topics with examples taken from life. Pupils are led to consider how the examples of well-known people give them insights into people's values and beliefs. Pupils' ideas and opinions are respected and developed well by staff.
34. The high standards identified in the provision for pupils' moral and social development by the last inspection report have been maintained. The programme of personal, social and health education, in place for all year groups, enables pupils to learn about and

reflect on their life choices. The content of assemblies and 'Circle Time' raises the pupils' understanding of right and wrong and allows them to debate, for example, about injustice, crime and punishment. The staff set good examples as role models in a caring environment, they encourage pupils to form pleasant and productive relationships. In many lessons, pupils are given opportunities to work co-operatively and collaboratively with others.

35. The success of the whole-school policy is to be seen in the high standards of behaviour in all school activities where pupils are encouraged to understand and value the moral frameworks, rewards and sanctions of the system applied by the school. A weekly award assembly is valued by pupils and parents alike and allows pupils to praise, encourage and celebrate each others' achievements. Expectations for behaviour are clear and the joint approach between the school, parents and pupils works successfully.
36. The school promotes very good understanding about the diverse cultures and faiths represented in the school in a climate of mutual respect. The programmes of religious and personal education support this aspect and items on display around the school add to provision. The encouragement of cultural development through the wide diversity of ethnic cultures within the school is very good, as it was at the time of the last inspection. Good examples include the use of literature and poetry in English lessons, music, dance, drama, the choir and steel band. Geography and history lessons provide useful insights into the cultures of various parts of the world and of past times. The high quality of performing arts is used to enhance pupils' awareness of cultural diversity and is an area of excellence.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The previous inspection highlighted the need to develop assessment procedures to track pupils' progress consistently and accurately so that the information would inform planning and ensure that learning targets are carefully matched to all pupils' abilities. The school has made very good progress in this area and has reviewed and revised assessment procedures. Procedures for assessing pupils' attainment and progress are currently very good. All staff have been successfully trained in both the use of and putting into practice the school's assessment procedures. The assessment co-ordinator undertakes thorough monitoring of assessment records half-termly. Pupils are formally assessed in reading, spelling and mathematics from Year 3 and the school also uses the optional tests in mathematics and English. The school has developed effective systems for regular teachers' assessment in English and mathematics and these are being developed in all other subjects. Weekly planning sheets have been revised so that each curriculum area can be evaluated and pupils' progress noted. Pupil profile sheets have been developed to record progress and these provide ongoing information on each child. Samples of work from different ability levels within year groups are collected over the year and are closely monitored to ensure adequate coverage and evidence of academic development. Samples of work in the core subjects are maintained for each child which are updated regularly and shared with parents/carers at the three parent/carer meetings during the year and this is effective.
38. The school builds effectively on existing assessment procedures to identify pupils with special educational needs and to comply with the Code of Practice. Pupils' performance is regularly reviewed and recorded and the school alters the stage at which pupils are placed or removes them from the register as appropriate. These procedures are very effective in monitoring pupils' progress and deciding on their

placement on the register, in accordance with the policy and the Code of Practice. Procedures for assessing the progress of pupils with English as an additional language are good. Regular reviews take place to monitor how well these pupils are achieving in their acquisition of English. The information gained is used well to revise targets or set new ones.

39. Assessments are used very effectively to identify strengths and weaknesses and to set targets for attainment for individual and groups of pupils and to track progress. The school is beginning to develop a clear picture of what it does well and what parts of the curriculum need to be improved to help raise standards. Assessment information is used very well in English and mathematics in the upper part of the school to group pupils into three ability sets so that tasks are more closely matched to pupils' needs and to plan for pupils' next steps in learning. Records are passed on from teacher to teacher when pupils move classes to aid planning of work at the correct level. Test results at the end of Key Stage 2 are analysed and monitored to identify gender, and teaching and learning issues. The school has specific targets for both numeracy and literacy, which are linked to teaching and learning targets within the curriculum. Assessment results are used very well to monitor the progress of pupils with special educational needs and the information is used to plan next steps in their learning. Annual reports meet statutory requirements and show achievement in each area of the curriculum as well as reporting results in assessment tests.
40. The school provides support and advice to its pupils in a caring environment in which the headteacher and all school staff know the pupils well. This aspect is a strength of the school, makes a positive contribution to learning in lessons, and enables pupils to take full advantage of the educational opportunities offered. The parents feel that the school is a safe and caring environment.
41. Procedures for ensuring the health and safety of the pupils are satisfactory. There are appropriate procedures to identify and control health and safety risks and to ensure that the premises, equipment and working practices are safe and are not potentially harmful to pupils.
42. There are regular checks of the site, premises and equipment. Good arrangements are in place for pupils with specific medical needs. Records are maintained of all medication dispensed to pupils and for any injuries. The headteacher is a fully qualified first aider and more staff are to receive emergency first aid training. Good procedures for recording accidents and informing parents when necessary are in place.
43. Child protection procedures are satisfactory and suitable systems are in place to deal with any situations that may occur. The headteacher is the responsible person and has received appropriate training. Training for the deputy headteacher is planned. Staff are aware of their responsibilities for child protection.
44. Good procedures are in place to monitor personal development and keep track of pupils' behavioural needs. Behaviour procedures are applied consistently throughout the school and records are regularly monitored by the headteacher and senior teachers. Parents are contacted at an early stage so they can be involved in any corrective action. There are appropriate strategies in place to deal with any incidents of harassment and bullying and pupils were happy to confirm that occurrence is extremely rare.
45. There are good procedures in place to attain good attendance and this has improved since the last inspection. Registers are monitored after the start of each session by

the school secretary. The school has regular, systematic procedures to follow up absences routinely and evaluate reasons for non-attendance and lateness in order to improve the attendance rate. The school does try to improve attendance by constantly reminding parents about the need for regular attendance and punctuality and meets regularly with the education welfare officer. A major difficulty with attendance is due to pupils' absence in relation to religious festivals and a small number of pupils who are persistently absent or late.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents are very supportive of the school and the vast majority is satisfied with the standards achieved and the school provision. Almost without exception, parents who returned questionnaires (thirty-seven) or attended the pre-inspection meeting, some fourteen altogether, felt the school was approachable, well led and managed, and expected their children to work hard and to achieve their best. A few parents showed a difference of opinion on whether there is too much or too little homework. However, inspectors judge levels of homework to be satisfactory and, in most cases, it is linked well to work in classes.
47. There are good links with parents, some who show active involvement in their children's learning. There are a few parents who help regularly in school but a good number help on a more ad hoc basis. The headteacher has encouraged various successful initiatives such as numeracy, literacy and art to enable parents to work more closely with the school to support the education of their children.
48. Parents have contributed well to the development of the home-school agreement, and have provided views on various aspects of school life through questionnaires. Parents of pupils with special educational needs are involved in reviews of their children's care. Pupils are encouraged to take their reading books home regularly and parents sign their reading diaries when they hear them read. The school does not benefit from a parent/teacher association but parents are willing to help and support at any function organised by the school.
49. The school provides parents with good levels of information; this allows them to become more involved in their children's learning and to have a secure understanding of the school's work. Notice boards inside the school ensure that parents are kept up to date with what is happening in the school. Frequent newsletters, and additional letters when necessary, keep parents well-informed about school matters, key dates and events. Meetings have been held to explain curriculum initiatives such as the literacy and numeracy strategies. Parents of pupils with special educational needs receive information about progress and are invited to attend review meetings.
50. Parents have opportunities for regular meetings with staff, both formally and informally. They are welcome to discuss any concerns with the class teacher or headteacher at any time. Formal parents' meetings are held three times each year and parents are offered the chance to discuss reports with the class teacher. Annual written reports on pupils' progress are good. They provide clear information on pupils' achievements and include individual targets for future learning. The prospectus provides useful information on school routines and procedures and the annual governors' report is detailed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school is very well led by an enthusiastic and committed headteacher. Together with the senior management team and school co-ordinators, a considerable amount of effort is put into ensuring that the school continues to improve and move forward. This has an extremely positive effect on the learning opportunities offered to the pupils, academically and socially. All are keen to ensure that the school's reputation is maintained and that all pupils achieve well despite the difficult circumstances in which they all work, for example the high number of pupils entering and leaving the school.
52. The governing body is very supportive of the work carried out by the school's management and teachers. Governors are very well informed about the day-to-day running of the school and of intended school improvements through the school development plan. As a result, they are fully involved in the work and developments of the school. The governing body fulfils its responsibilities and ensures the school meets all statutory responsibilities.
53. The school takes considerable care over assessing its own performance and the progress made by individual pupils. Good analysis of test performances are made as well as effective on-going assessments by class teachers of what the pupils achieve in the areas of the curriculum they cover. The school also maintains effectively the quality of teaching through thorough analysis of planning, the work pupils complete and the teaching in the classroom. As a result of all the monitoring the school has sufficient information to target particular groups of pupils and individuals so that additional support can be given.
54. The school makes good use of the financial resources allocated to it. The funding for special educational needs and other additional funding is carefully documented and the management of these is good. Expenditure is clearly linked to educational priorities detailed in the school development plan which shows very clear direction for the school. These priorities are carefully drawn together by the headteacher in consultation with the staff, governors and local authority and supported through very careful financial planning and monitoring. Each item is accompanied by a realistic estimate of costing which effectively assists the budget process.
55. Planning for the budget is very carefully carried out before the beginning of the financial year and there is full consultation with staff and governors. The school provides substantial funding from its own budget for support staff to help lower attaining pupils and those with special educational needs. The finance committee of the governing body is effectively involved in the preparation of the budget and closely monitors monthly expenditure. In making purchases, the school takes good measures to ensure best value for money by carefully comparing: standard of achievement, teaching and provision, prices and contracts. The most recent auditor's report shows no major areas for improvement.
56. The headteacher and administrative assistant manage the day-to-day financial procedures of the school very well. The systems in place ensure that the school runs very smoothly and that money is handled securely. Income and expenditure are carefully recorded and spending is very well monitored. Other day-to-day administrative procedures are very effective and communication systems within the school are very good. Office staff work in an efficient, calm and professional manner and support the school's work very well.
57. The school makes good use of new technology in supporting the administration of the school. It uses technology well to manage the budget and attendance records. The school has recently purchased modern computers and the overall resources for

information technology are very good. Staff and pupils make sound use of these particularly in the computer suite although computers in classrooms are not used effectively to support other areas of the curriculum. The use of the internet and e-mail facilities is in the early stages of development.

58. The school is fully staffed with well qualified teachers who have a good spread of experience ranging from recently qualified teachers to those with considerable experience. Teaching staff with special responsibilities have initial and specialist training to enable them to carry out their responsibilities. There is a good range of subject qualifications and expertise across the curriculum. The staff have a professional development programme to meet the needs of the school. Newly qualified teachers have access to a good induction programme and are fully supported by a qualified mentor.
59. Pupils with English as an additional language receive support from specialist teachers. The support staff in the school contribute to its efficient management. Support staff are also involved in training programmes to meet their specific needs. There are close links with teacher training colleges and the school is an effective provider of initial teacher training.
60. The accommodation is adequate and provides a good learning environment except in two smaller classrooms which are well managed to create an orderly area. The accommodation supports the demands of all aspects of the curriculum and of particular benefit is the large library and a separate resource room. The recently installed computer suite is an excellent facility and allows whole classes to be taught together; this is promoting good progress in information technology skills. Outside areas include a large grassed area, an additional hard surface and hard surface play areas which enhance provision for physical education.
61. Overall, the quality, quantity and range of learning resources are good. In some subjects, such as geography, history, mathematics, physical education and the reading scheme they are satisfactory. The library has a wide variety of books and is well used for small group and specialist teaching.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The governors, headteacher and teaching staff and local education authority should now:
- (1) ensure that effective use is made of computers in classrooms to support the good work in the computer suite by reviewing staff skills and implementing a training programme to address weaknesses;*
 - (2) raise the quality of teaching in Year 4 to meet the high standards in other year groups by providing additional support to these;*
 - (3) raise levels of attendance across the school so that they at least match national averages.*

*denotes that these issues have already been identified by the school.

OTHER SPECIFIED FEATURES

Pupils who have English as an additional language

63. The provision for pupils whose first language is not English is good. These pupils attain standards commensurate with the rest of the school, due to the high level of support they receive from specialist teachers, particularly in Years 5 and 6.
64. All pupils receive a good level of support overall, although this is better in Years 5 and 6 where specialist staff are mostly deployed to support those pupils having most difficulties. Pupils are encouraged in the classroom to join in and keep pace with the lesson. They make good progress overall, although those in Years 5 and 6 make better progress than in Years 3 and 4 because of higher staff levels. Pupils in all years are encouraged to watch and learn from other pupils and are quietly assisted in answering questions, which increases their confidence and raises self-esteem. Support staff set useful and apt targets for individuals and their intervention enables pupils to make more rapid progress than they would otherwise have made.
65. Systems for assessing the progress of pupils for whom English is an additional language are effective. Individual targets are clearly focused, regularly reviewed and amended so that steps are achievable and this assists pupils' progress in the acquisition of English.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	18	19	26	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	243
Number of full-time pupils eligible for free school meals	145

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	57

English as an additional language	No of pupils
Number of pupils with English as an additional language	216

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.89
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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999 (98)	39 (25)	23 (30)	62 (55)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16 (11)	20 (9)	32 (12)
	Girls	12 (17)	9 (11)	14 (12)
	Total	28 (28)	29 (20)	46 (24)
Percentage of pupils at NC level 4 or above	School	45 (48)	47 (34)	74 (44)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	18	24
	Girls	8	9	13
	Total	19	27	37
Percentage of pupils at NC level 4 or above	School	31 (47)	44 (52)	60 (72)
	National	68 (65)	69 (65)	75 (72)

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

1998 – 55 pupils out of 58 were entered for tests (30 girls and 25 boys).

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	100
Black – African heritage	44
Black – other	33
Indian	8
Pakistani	11
Bangladeshi	0
Chinese	0
White	45
Any other minority ethnic group	2

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	2	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: Y3 – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	20.3

Financial information

Financial year	1998/99
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Average class size	30.4
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Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	70

	£
Total income	381360
Total expenditure	380722
Expenditure per pupil	1523
Balance brought forward from previous year	21748
Balance carried forward to next year	22386

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	243
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	59	38	3	0	0
Behaviour in the school is good.	70	24	3	3	0
My child gets the right amount of work to do at home.	35	46	19	0	0
The teaching is good.	62	27	0	0	11
I am kept well informed about how my child is getting on.	41	51	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	16	3	0	3
The school expects my child to work hard and achieve his or her best.	76	16	5	0	3
The school works closely with parents.	54	43	0	0	3
The school is well led and managed.	51	30	3	5	11
The school is helping my child become mature and responsible.	57	43	0	0	0
The school provides an interesting range of activities outside lessons.	41	35	0	5	19

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

ENGLISH

66. In the 1999 national tests at the end of Key Stage 2, both the percentage of pupils reaching the expected Level 4 or above and the percentage reaching Level 5 were well below the national averages. These results are also below the average for schools with similar intakes. This indicates a decline since the previous inspection, which judged standards to be average. Results over time show a slowly declining trend, with a sudden dip in the performance of boys in 1999. This trend runs counter to the improving picture nationally, so that the school's performance falls further below the national average. The school also fell short of its own performance target for English in 1999. However, high numbers of pupils enter and leave the school between Years 3 and 6 and there has been a large influx of refugees. Teachers have coped extremely well and ensure that pupils make good progress and achieve well throughout the school.
67. The range of attainment on entry is wide. Despite marked variations, it is overall below average. The vast majority of pupils are from ethnic minority backgrounds and are mainly classed as having English as an additional language. A significant and increasing proportion are refugees from Somalia, many of whom join the school during the key stage speaking very little English. Comparisons between cohorts are complicated by these factors and by the relatively high levels of special needs in most year groups, and also by the large number of pupils who leave or join the school after the age of seven. All these factors combined to influence the national test results in 1999.
68. The school is keenly aware of the need to raise standards, and has worked very hard to improve its performance. Several significant and well managed systems have been developed and are beginning to take effect throughout the school. The National Literacy Strategy was introduced a year ahead of its official start date and is now very well established in all classrooms. Comprehensive assessment procedures have been developed and are consistently applied in all year groups. Searching analyses of the results of optional and statutory national tests have enabled the school to target particular groups of pupils, and particular areas of the English curriculum, for additional attention. Teachers run very effective after-school classes to boost the literacy skills of target groups of pupils in Year 6. Across the school, reading comprehension and extended writing are identified as areas for development. As a result, one modified literacy hour each week is devoted to the planned development of comprehension skills, and each class has an additional weekly hour set aside for extended writing. All staff, including those who provide Additional Literacy Support (ALS), those who are attached to the Ethnic Minority Achievement Service (EMAS) and those who provide special needs support, contribute fully to these programmes. The progress of every pupil is monitored continuously. Assessments are of good quality and are carefully

matched to National Curriculum criteria. The information is used to set precise literacy targets, both for groups and for individuals. These are clearly displayed in all classrooms, and teachers and pupils together evaluate work with reference to targets and celebrate achievements. As a result, teaching and learning in most classes have a clear focus and levels of expectation are high. These qualities are further sharpened by the development of setting by ability in Years 5 and 6. Very careful management of resources enables the school to divide each year group into three broad sets based on prior attainment. Pupils now make more rapid progress because the entire effort of their teaching is concentrated at their precise level of need. This measure is so effective that it is to be extended to Years 3 and 4.

69. These strongly interlinked measures represent a significant improvement in provisions since the last inspection. They increase the effectiveness of teaching, and create a good basis for promoting higher achievement across the school. Progress is particularly good in Years 5 and 6 because of good and very good teaching and very effective use of the setting and support systems. Pupils now in Year 6 are on course to achieve at least the average for similar schools and to approach the school's ambitious target for this year. This represents a significant improvement in performance over previous years.
70. The great majority of pupils at age eleven achieve the standards expected nationally in speaking and listening. Pupils make good progress, as the school creates many good opportunities for all pupils to practise skills and develop confidence. For example, all assemblies are highly interactive and effectively encourage pupils to speak clearly about their work or ideas to the whole school. As with all the performing arts, drama is promoted very successfully and a group of older pupils show outstanding skill when rehearsing for a performance. Many pupils become confident and fluent. Higher attaining pupils often become expressive speakers who explain their views clearly, take account of other opinions and show a good use of standard English in classroom and drama situations. For a very high proportion of pupils, English is an additional language. Early in the key stage they often show limited command of vocabulary and grammar, and little ability to understand questions or offer more than one-word answers. Across the curriculum, teachers speak clearly and offer good models of spoken English. They encourage pupils to develop their answers and explain their difficulties. Pupils gain confidence and skill in doing so because teachers value all contributions and are sensitive to individual needs. Younger and less fluent speakers are given time to order their thoughts. Teachers are skilful in clarifying pupils' contributions, occasionally helping them to rephrase their ideas. These strategies help pupils to reinforce their learning, particularly of spoken English, in which they all make good progress. Specialist support teachers work closely with class teachers to ensure that these pupils are able to make good progress. Most of this good support, however, is concentrated in Years 5 and 6 so pupils in these year groups make better progress than those in Years 3 and 4.
71. In reading, pupils achieve well and develop very positive attitudes to books. By the end of the key stage, many of the higher attaining pupils show above average attainment. Average attaining pupils are likely to gain the expected level. However, given the disproportionate number of pupils with special educational needs, attainment overall is below the level expected. Results in 2000 promise to be markedly better than last year because setting and additional 'booster' classes support learning very well. Pupils experience a wide range of literature, including both modern and older children's classics, stories from many cultures and a rich variety of non-fiction. Texts for the literacy hour are very well chosen and presented very effectively. The teaching of reading skills is well planned and resourced throughout the school; in Years 5 and 6 it

is done with great verve, flair and impact. Pupils learn to examine passages in depth, to appreciate how narrative effects are created, and to recognise how different information texts are constructed. Higher attaining pupils in Year 6 read quite difficult passages fluently and expressively and discuss the different merits of their favourite authors. Lower attaining pupils learn to choose and read books independently, check each other's writing helpfully, and identify key words in non-fiction texts. However, they are less skilled at comprehension and reading non-fiction for information. Most pupils read with enjoyment and understanding, making independent use of the school's good resources. Although, inevitably, the quality of home support varies greatly, many older pupils make regular use of public libraries. They discuss their reading thoughtfully and refer to the text to support their judgements. Although younger or less confident readers read more hesitantly, they make good progress over time and usually employ a range of skills to tackle unfamiliar words or correct their own mistakes. Pupils with special educational needs make good progress due to the very specific reading targets, matched to their immediate attainment, on their individual education plans. These targets are carefully monitored and revised frequently. Pupils for whom English is an additional language make sound progress in Years 3 and 4, and good progress in Years 5 and 6 where they have higher levels of support. Even so, few acquire the range of vocabulary and grammar required for understanding more complex texts. This impacts significantly upon standards.

72. Pupils achieve well in writing. Early in the key stage, standards are well below average; by the end of the key stage they are just below average overall, with examples of good writing. Progress is satisfactory in Years 3 and 4, and good in Years 5 and 6 as a result of the very effective teaching of groups of differing attainments within the setting system, and the more intensive use of support. Teaching and learning are consistently focused, and all writing skills have balanced attention with pupils receiving excellent feedback to improve their work and progress against their individual targets.
73. By the age of eleven, higher attaining pupils have good technical control, although command of spelling is less assured than that of punctuation and handwriting. Longer pieces of writing show good use of paragraphs, varied sentence forms and vocabulary. For example, pupils in Year 6 wrote effectively in the style of 'Old English' to bring a Tudor flavour to some imaginative writing. Average and below average attainers write less and their spelling is less accurate. Vocabulary, spelling and grammar are common areas of weakness. However, all pupils work carefully to their targets and complete their work with pride and perseverance. They show an increasingly secure understanding and use of drafting their writing and editing it, as a result of the systematic and wide-ranging work now done in the extra writing session. In addition, computers are used in classrooms for pupils to draft and spell-check their work.
74. The literacy hour has been successfully introduced in all classes, although it is delivered with less assurance and effect in Year 4 than in other year groups. There are good examples of the use and development of literacy skills across the curriculum. However, this is not consistently planned and organised, and good opportunities for developing writing and research skills are missed in subjects such as history and information technology. The development of research skills is satisfactory overall, but library skills are not consistently taught, neither do pupils have frequent enough opportunities to use the computers to enhance their research skills in classes.
75. The quality of teaching is good overall. Of the fourteen lessons observed, a quarter were satisfactory; two thirds were very good with two lessons judged as excellent. One lesson in Year 4 was unsatisfactory because it lacked coherence and direction,

and its activities were not managed well enough so that pupils were unsure of how to improve and make progress. The very good and excellent teaching is concentrated in Years 5 and 6. Here teaching is characterised by brisk pace, energy and enthusiasm coupled with structure, rich resources, good support and excellent subject expertise. Very good relationships and many interesting activities result in very good behaviour and learning attitudes. Teachers share learning objectives throughout so that pupils have clear focus and direction. Tasks are closely matched to prior attainment because of the strong use of assessment information, and high expectations maintain pupils' sense of urgency and purpose. However, a weakness, which is particularly noticeable in groups of average and below average attaining pupils throughout the school, is that pupils often fail to develop effective work and learning skills, experiencing difficulty in organising themselves, their time and resources for a very specific learning task, and this often seriously impedes their progress.

MATHEMATICS

76. The results of the national test for 1999 show that the proportion of pupils aged eleven, attaining Level 4 and the higher Level 5 was well below the national average. In comparison with similar schools standards were below average at the end of the key stage but standards are rising in comparison with similar schools. There is no significant variation in attainment by gender or ethnicity. When reading the results of tests and assessments it is important to note that the published data does not take into account this high mobility factor, the number of pupils with special educational needs or the high proportion of pupils in the school who have English as an additional language. Nor is this taken into account in the similar schools comparison. Given these factors all pupils, including those with special educational needs or who do not speak English as their first language, achieve well in relation to prior attainment.
77. Standards seen during the inspection are better than the test results. Although still below the national average, they are rising because the school has begun to use very well, the information gained from assessments to highlight areas for development. For example, weaknesses in mental agility and problem solving, together with teachers' increased confidence and extra support for pupils in Years 5 and 6, is having a positive impact on pupils' level of attainment. The school is currently receiving intensive support for numeracy this year. There are a significant number of pupils working at the lower levels. Since the last inspection, the school has implemented the National Numeracy Strategy successfully and teachers have improved their planning for lessons. In addition, since November, the school has employed an extra teacher to make three ability groups in the upper part of the school and target certain groups of pupils in Year 6 who are close to achieving Level 4. These pupils receive well-focused support in small groups which is improving their progress and achievement. The school also provides out-of-school sessions to help higher attaining pupils in Year 6 to improve their level of achievement and this improves their progress significantly.
78. Inspection evidence shows that standards overall are below the level expected by age eleven. Average attaining pupils have a satisfactory understanding of number, equivalent fractions and simple percentages. They successfully develop strategies for solving problems and are becoming confident when explaining their thinking to others. Higher attaining pupils have a secure knowledge of how to solve problems by identifying key words and the calculation necessary to solve the problem. They use number strategies effectively to solve number problems and clearly understand inverse operations. Pupils successfully divide four-digit numbers by one or two digits, and many work to two decimal places. They measure and draw angles successfully. Higher attaining pupils show a greater mental agility when solving problems than do

lower attaining pupils. Lower attaining pupils and those with special educational needs often make good progress and develop an understanding of place value and simple fractions. Most recognise regular plane and solid shapes correctly, understand their properties, and draw lines of symmetry with confidence. They undertake surveys and interpret the results correctly. Pupils of all abilities use measuring skills well in designing shelters and making slippers.

79. By analysing information from test results teachers have identified areas of weakness in pupils' achievement, for example in their mental agility and ability to solve problems. The school has successfully focused on these areas in its teaching and planning to improve standards. These developments, together with improvements in the leadership and management of the subject, are having a positive impact on standards and pupils' achievement.
80. The quality of teaching and learning is good and was never less than satisfactory. Overall, better teaching takes place in the upper part of the school. In over half the lessons teaching was good, and some very good practice was observed by Year 6 teachers. Here, teaching helps pupils to learn in an atmosphere of high motivation where all are expected to share their ideas. Pupils try out new ideas with confidence and recognise mathematical patterns and alternative strategies to solve problems. This deepens pupils' thinking, knowledge and understanding. Across the school, most teachers have a good understanding of the subject and use this very effectively to help pupils grasp new ideas and methods for problem solving. Where difficulties arise they use a different method to help pupils understand. They often use questions skilfully to help pupils build on their prior level of understanding. Pupils are challenged appropriately to achieve of their best and this is noticeable with pupils who have special educational needs and higher attaining pupils.
81. Teachers use the National Numeracy Strategy effectively as a basis for their planning. Lessons have clear learning focus, which is shared with the pupils, and this enables pupils to concentrate on what they are to learn and monitor their own performance, which in turn increases their progress. Support staff are used well and are fully briefed on how to support pupils' learning effectively and this is having a beneficial impact on the progress which pupils make. For example, in one lesson in Year 4, the partnership between the teacher and classroom assistant was good so that pupils, including those with special educational needs and those with English as an additional language, achieve well and rapidly acquire new skills. In Year 4, teachers have sound expectations of what pupils can do, whereas in other years, expectations are high. Across the school teachers generally use methods and organisation which match the purpose of the lesson. However, classroom computers though often switched on, were not used effectively by teachers to support learning and this affects the progress pupils make.
82. Teachers assess effectively what pupils know, understand and can do, and use this information well to plan for progression. Teachers are well aware that a sizeable proportion of pupils have a limited vocabulary, so they use the closing part of the lesson to pose questions of pupils and often use probing questions throughout the lesson to gauge the extent of pupils' learning. They often use question and answer sessions to increase the range and use of mathematical language and by doing so help pupils to develop their understanding of when to use certain words correctly. This aspect of teaching has a positive impact on pupils' progress and achievement because pupils become keen and interested in their work. The use of homework is satisfactory and this too has a beneficial impact on pupils' progress. Teachers set homework regularly and generally use it to consolidate work begun in lessons.

83. Monitoring of the curriculum is very good. The co-ordinator provides very good leadership for the subject and has begun to monitor standards, this is beginning to have a beneficial effect on standards. The careful analysis of test results has resulted in improvements in the way that the subject is planned and taught. Procedures for assessment of pupils' attainment and progress are very good and records are regularly updated. The school has successfully implemented the National Numeracy Strategy. Numeracy is used well in other subjects, for example, in history where pupils use time lines, in science, where they record their findings on graphs and in geography where they use a spreadsheet on the computer to record water usage. The level of resources, including those for information technology, is satisfactory.

SCIENCE

84. In the 1999 national tests for pupils at the end of Key Stage 2, 74 per cent of pupils reached level 4 or above and this was just below the national average. Ten per cent of pupils reached Level 5, which was well below the national average. The school's results were above average for schools with pupils from similar backgrounds, however this does not take into account the number of pupils with English as an additional language or with special educational needs or the number of pupils who join the school throughout the key stage. Over the past four years pupils' performance has been below average. However, after a downward trend between 1996 and 1998, there was a sharp rise in attainment last year.
85. The school has made a determined effort to improve pupils' scientific skills, knowledge and understanding in the past years, including improved assessment procedures, a revised scheme of work and involvement of parents in preparation for the national tests. Standards currently are generally below average but above average in comparison with pupils from similar backgrounds. Although pupils, including those with English as an additional language, frequently achieve well in lessons, in test conditions they are hampered by poor language skills.
86. By the end of Key Stage 2, most pupils accurately identify and name the parts of the human skeleton. They are beginning to understand the function of body organs, explaining for example that the heart is a pump. Pupils have a good understanding of the properties of materials. They classify them as gases, liquids and solids, describe some methods used to separate them and understand that some changes to materials are reversible and some are irreversible. In their work on forces, Year 6 pupils are developing a good understanding of how electrical circuits work and draw them using the correct symbols for electrical components. Higher attaining pupils understand that some materials conduct electricity while others act as insulators. In their scientific investigations the majority of pupils have a secure understanding of the principle of a fair test. They use equipment such as thermometers as they observe, measure and record their findings with increasing accuracy. A minority of higher attaining pupils design and conduct their experiments independently. For example, a small group of pupils conducted an investigation into whether the size of a particle affects how quickly it dissolves, before recording the outcome as a line graph. Pupils are beginning to acquire an appropriate scientific vocabulary.
87. Teaching and learning are satisfactory overall and are very good in Year 6. All teachers plan lessons to include clear objectives and these are conveyed effectively to pupils so they understand what they have to do and how they are to do it. As pupils go through the school they are consistently encouraged in their investigations to make predictions and to identify how to make a test fair, this allows pupils with special educational

needs to make good progress. All lessons are well balanced to include whole-class teaching and practical investigation. In Year 4, insufficient thought was given to the organisation of the investigative activity so that, for example, pupils were kept waiting too long for equipment and began to lose motivation and this resulted in less progress being made. In Years 5 and 6, effective use of assessment allows work to be very well matched to pupils' needs allowing high achievement. Incisive questioning extends learning, and assessment is used very efficiently to plan revision programmes for pupils where there are frequent opportunities for the reinforcement of skills and knowledge. Teachers encourage the consistent use of scientific language. They have a secure knowledge of the subject. Tasks are stimulating so that pupils are interested and enthusiastic about what they are doing. Throughout the school, teachers mostly maintain very good discipline and pupils behave well, demonstrating a positive response to science. They concentrate on the given task and work collaboratively, taking turns and sharing equipment. There is, however, insufficient use of information technology in measurement and recording to support learning and develop independent learning. Pupils with special educational needs and those for whom English is an additional language are well supported and make good progress in their learning.

88. The co-ordinator shares her enthusiasm for the subject with colleagues and works hard to raise standards. She has encouraged pupils to enter national science competitions and as a result they have won some valuable equipment to assist them in their learning, including two microscopes. The scheme of work is used consistently to provide progression in the development of skills. Resources are good and they are well organised and stored allowing teachers and pupils to access them easily.

ART

89. Art has a high profile within the school, standards are above average and emphasis is put upon the importance of developing pupils' creative and aesthetic ability. The quality of learning is very good, and pupils' achievements are high and are celebrated across the school through very attractive displays and at external exhibitions.
90. Year 3, pupils know how to mix pastel colours to achieve the desired effect, they observe carefully the detail in fruit and vegetables and mostly achieve the correct proportion and detail. Year 4 pupils use textured materials effectively to make rubbings. They explain clearly which examples they prefer and draw selected detail of these in their sketch books. By the age of eleven, pupils' observational skills are very good. They use artists' pencils and a wide range of other materials in their designs, which show a high level of detail, are refined and produced carefully from earlier drawings in sketch books. The examples of 'Henne's Frames' depicting a sea catch were executed well and show a good appreciation of artistic flair. From the evidence provided by pupils' work in classrooms and corridors, it is clear that pupils are building on and extending their skills and knowledge as they move through the school. Pupils study work of local and great artists and pupils experiment with new skills and techniques, developing these very well to achieve the desired effect. Pupils with special educational needs or English as an additional language often achieve very well, they are allowed to excel in art, often showing examples of their work to other members of the class.
91. Although little direct teaching of art was seen, it is clear that teachers have a thorough understanding and love of art, and this is instilled in the pupils. Pupils' work is valued by teachers, and this is shown by the high quality of classroom and corridor displays. A good policy and scheme of work guides teachers in their planning. Skills and

techniques are taught systematically and a very wide range of techniques and materials are used including the use of acrylic paints, clay and textiles. Teachers link art well with other subject areas, such as when pupils study Manchester in history lessons depicting the Jewish community through various art work. The visiting artists contribute significantly to the teaching of art and in allowing teachers to improve their own techniques. Information technology is used effectively to explore colour, texture and line and also offers opportunities to research artists and their works. Resources are good, and are organised effectively to allow pupils to find and put away the materials required.

92. The art co-ordinator manages the subject very well. Appropriate areas for development are identified. Art makes a very positive contribution to the cultural and spiritual development of pupils in that they study art from different cultures and are given opportunities to appreciate the work of local and great artists. Since the last inspection, standards have improved greatly as has the range of provision offered by the school.

DESIGN AND TECHNOLOGY

93. Insufficient lessons were seen during the inspection to give a judgement on the quality of teaching. However, from looking at pupils' work and photographs, teachers' planning documents, and discussions with pupils and teachers, it is clear that pupils achieve well and develop good skills and knowledge in design and technology as they progress through the school. The school provides good opportunities for pupils to design and make, using a wide range of materials and for a variety of purposes. The quality of learning is good, most pupils, including those with special educational needs and those with English as an additional language, make good progress and achieve well given their prior attainment, across the key stage.
94. The school has raised the standards since the last inspection. A revised scheme of work is securely in place and this supports teachers well by designating blocks of time over the school year in which pupils carry out projects linked to other areas of the curriculum.
95. Teachers' planning is thorough and provides pupils with a good range of opportunities to develop skills such as cutting, sticking and joining using a wide range of materials. Pupils undertake three topics per year and develop skills and knowledge of using materials and tools through very focused practical tasks. Pupils are given very good opportunities to identify needs by investigating a range of familiar products by taking them apart. For example, Year 6 pupils designed and made slippers. They generate their own designs, plan, make and effectively evaluate in all projects. This is clear where Year 3 design and make sandwich snacks linked to the science topic on Healthy Eating and Year 5 make musical instruments showing a developing sense of joints and cutting, as part of the science topic on sound. Teachers encourage pupils to design and evaluate their projects well, showing how they may be improved. Evidence from displays in Year 6 shows the influence of design and technology in science and mathematics where pupils build shelters for an explorer. They select appropriate materials for the task, for example waterproof materials using squares, rectangles and triangles after examining a selection of tents. Their designs show how they can adapt and improve their shelters for stability and to withstand the elements.
96. Co-ordination of the subject is good and the co-ordinator is enthusiastic and has clear vision for the subject. Although she has no release time to monitor the quality of teaching and learning there is thorough and effective monitoring of planning and the

quality of work on display in classrooms and about the school. The co-ordinator has developed a useful file of examples of pupils' work, photographs and pupils' evaluations to enable skills to develop over a period of time. The range and quality of resources is good with a wide range of tools and equipment and these have been re-organised to match the Qualification and Curriculum Authority planning document.

GEOGRAPHY

97. Standards of work seen in geography by pupils aged eleven are similar to those seen in most schools. Standards remain the same as at the time of the previous inspection. Pupils' achievement is satisfactory and they develop geographical knowledge and skills appropriately as they progress through the school.
98. Pupils in Year 3 use keys to identify different climate zones which they colour correctly on a world map. This, together with information selected from brochures and magazines, is used to make effective choices on the best holiday for a given purpose. In Year 4, pupils use a variety of information correctly to make comparisons between their local area and Kingston, Jamaica. By referring to maps they discover, for example, they know that many street names are the same. Pupils in Year 6 have a satisfactory knowledge of the continents, major countries and seas of the world and locate them with confidence on a map or globe. They are aware of the impact of environmental change on communities and understand how people can improve and damage the environment in which they live. They explain, for example, the effect of oil pollution on the sea and coastline. Pupils in Year 6, including those with special educational needs and English as an additional language, read maps using four-figure grid references and use keys correctly to identify specific features.
99. No judgement can be made on the quality of teaching because not enough geography lessons were seen during the inspection. Pupils learning is satisfactory, although scrutiny of work and planning indicates that the long periods when geography is not taught, makes it more difficult for pupils to assimilate skills and knowledge systematically and in sufficient depth. An annual field study effectively enhances learning for each year group. The school has recently revised the geography curriculum and has introduced the QCA recommended scheme of work. This has been adapted to ensure equality of learning opportunities for all pupils, by closely reflecting the cultural diversity of the community. Discussions with pupils indicate a positive response to the subject. They are keen to demonstrate their skills and answer questions politely and thoughtfully. They are very friendly and extremely co-operative.

HISTORY

100. The standards attained by pupils are broadly average with those expected for their age. Pupils' recorded work in history, including work by pupils with special educational needs and those who have English as an additional language, indicates satisfactory achievement across the school in key skills and understanding. Through studies of ancient civilisations, and of the Tudor, Victorian and Modern periods of British history, pupils extend their sense of the passage of time and develop a sound factual knowledge of some important historical features, figures, events and perspectives. Their work shows a weaker understanding of the reasons for the changes within the periods studied. However, in discussion, pupils give satisfactory reasons of the changes in lifestyle of people living in Manchester, past and present. Their skills in gathering, organising and interpreting historical evidence are insufficiently developed.
101. The school has significantly improved the policy, scheme of work and assessment procedure for history by carefully adapting national guidance. The scheme of work provides a strong basis for the detailed planning of each unit of study, and particularly for the systematic development of historical skills and understanding. However, study units taught are often too far apart to make pupils' acquisition of knowledge and skills secure, or to enable teachers to plan based on prior attainment. Pupils express enthusiasm for the subject, and some choose to read history books for personal interest. However, there are instances where pupils' recorded work shows little depth or extent, and the range of copying and colouring tasks offers little challenge.
102. No overall judgement on the teaching quality is possible, as not enough history lessons were taught during the week of the inspection. The planning for pupils in Year 5 to study changes in Britain since 1948 centres on a project which provides excellent opportunities for them to gather historical evidence directly from first-hand sources. Very good arrangements enable pupils to interview in class elderly members of their own community who were among the earliest immigrants from the West Indies after the war.
103. Both the pupils and their guests were enthusiastic, and also well prepared with artefacts, task sheets and maps. Whilst pupils in both classes enjoy a rich and valuable experience, which contributes well to their social and cultural development, some key aims are not realised. This is partly because the lessons assume better language skills and understanding than most pupils actually possess, either in using questions to secure historical information or in recording good information clearly.

INFORMATION TECHNOLOGY

104. Standards of attainment in information technology are broadly in line with those expected at the end of the key stage. The school recently updated its computer equipment. There is now a computer suite which is equipped with modern computers and an internet link. All classrooms are also equipped with two modern computers.
105. By age eleven, achievement is satisfactory, most pupils word process stories and poems effectively and higher attaining pupils illustrate these with computer-generated pictures and use a spell checker effectively. Pupils use a graphics program successfully to design and print party invitations using a variety of text, fonts, colours and pictures. They design and use a spreadsheet confidently to record household water usage as part of the topic on water. All pupils have experience of controlling a robot and further work in monitoring and controlling is planned for the summer term.

However, pupils' awareness of the use of information technology and control in the wider world, such as in supermarkets, banking, industry and in home appliances is less secure.

106. The previous inspection found that standards of attainment were above those expected nationally but this is no longer the case. However, the school has recently replaced all computers with modern machines which has meant staff and pupils have needed time to adjust to new software and hardware. The school has recognised the need for staff training and this has been identified in the school improvement plan. Pupils, including those with special educational needs and English as an additional language, have regular access to the computer suite for one hour a week and most make satisfactory and sometimes good progress.
107. The quality of teaching and learning is mostly good in the eight lessons observed, however, two unsatisfactory lessons were seen in Year 4 due to insufficient planning and unsatisfactory management of the lesson. Most teachers display good knowledge of the program they are using and clearly explain what pupils are to learn so that pupils understand what they are to do. However, not all staff are yet fully confident with the new hardware and software and this has been recognised by the school. All pupils now have regular access and intensive teaching of basic skills and here achievement is good. Activities are usually matched to pupils' abilities and increase pupils' understanding of previously learnt knowledge and skills. Year 6 pupils use a spreadsheet to support learning in geography on the use of water in the home and Year 5 pupils use a control program to reinforce science where they switch lights on and off. In most lessons there is a good balance of teaching, explanation and practical activity which increases understanding and enables pupils to acquire new skills and knowledge enabling pupils to support each other well. The pace of lessons is usually brisk and this keeps pupils interested in their activities. For example, Year 3 pupils use the mouse confidently to make repeating patterns, using different shapes, colours and textures, which could be used for wallpaper, and Year 4 pupils use the computer to find out facts about Jamaica in support of their geography topic. Teachers make good use of the internet facility, support staff and parents to support pupils' learning. Pupils' response to information technology is good. They are interested and enjoy using computers in the new computer suite.
108. Resources are very good in the computer suite and used effectively. However, computers in classrooms are not sufficiently used to support pupils' learning across the curriculum and during the inspection were rarely in use. Other resources, for example, tape recorders, keyboards, televisions with video recorders and calculators, are good, readily available and confidently used by pupils. The management of the use of computers in the classroom to support the work done in the computer suite is currently under review. A good level of technical support is provided.
109. The subject has a high priority on the school improvement plan. The school has been part of a project involving twelve schools in the area and has received good support which is moving the school forward. The school has identified the need to review the policy, scheme of work and clear plans are in place to introduce monitoring to raise standards. The school has very recently adopted the government-backed scheme of work which takes account of the new equipment and software. Although this has not yet had time to fully take effect, progress made since the beginning of the academic year has been good. The co-ordinator provides very good support to colleagues, which has raised their knowledge, understanding and confidence and has clear plans for the subject. A staff audit of skills and knowledge has been undertaken which has highlighted the need for further training and a training programme is planned.

Assessment procedures have yet to take effect to ensure progression of skills and knowledge.

MUSIC

110. The standards attained by pupils in music are high because the quality of learning, in particular in the mastery of new skills and the consolidation of known ones, is very good for all pupils. Members of the school choir and steel band often perform to a very high standard. All pupils achieve well.
111. Year 3 pupils identify elements with the music that typify mood or action, for example stalking like a lion, sounds of a haunted house and so on. When performing they count each other in accurately so that they begin to play at the same time. They interpret musical patterns correctly, consistently playing louder and softer. In Year 4, pupils sing an increasing repertoire of songs tunefully and enthusiastically. They are becoming increasingly familiar with musical vocabulary and note values. They are aware of rhythm, duration and pitch and apply these elements effectively when asked to do so. In assembly, they successfully use hand signals to follow the rise and fall of musical sounds and play percussion instruments with control.
112. By the age of eleven, pupils show a good knowledge of musical notation, and compose their own tunes using tuned and untuned instruments. They sing very well and adapt the volume and tone appropriately to suit the mood and pace of the music. Pupils are familiar with music in a variety of forms, and compose and play competently in class and in assemblies. Pupils understand how pitch can change the effect of mood in music. They sing a lullaby in English and Hebrew showing very good control of pitch and louder and softer. In the hall, pupils appreciate the need to have a conductor and practice their performance until a high standard is achieved, and remain in tune even when unaccompanied. Pupils sing very well showing good control and breathing, for example when performing 'Raisins and Almonds'.
113. The quality of teaching and learning is very good. Teachers have very high expectations for performance and challenge the pupils consistently to achieve the best results and to play with commitment and to concentrate hard. Teachers encourage pupils to achieve a high level of performance, in turn, pupils are proud and confident of their abilities and practise often. Lesson plans are detailed and based upon prior ability and individual needs. Pupils with special educational needs and those with English as an additional language are valued for their contribution and are given the opportunity to excel. Many pupils join the school choir and steel band. Assessment is ongoing, and is used very effectively in planning enabling pupils to make good progress. A good range of visitors and recorded music broaden the pupils' awareness of styles in music from different countries. The specialist teachers of music make a valuable contribution to the high level of provision in this subject. Music was a strength of the school in the last report, and this provision has been maintained with the choir and steel band performing in assemblies and public events. The accommodation and resources are good with wide a range of tuned and untuned instruments available.

PHYSICAL EDUCATION

114. By the end of the key stage, standards in games, gymnastics and swimming are similar to those found in most schools. In dance, standards are higher than average. Pupils' confidence, enthusiasm, skill and creative energy in dance confirm the success of the school's commitment to developing pupils' self-esteem through the high quality of cross-curricular opportunities in the performing arts. Throughout the

school, pupils approach their dance lessons with keen anticipation. Their consistent concentration and imaginative effort in matching expressive movement to patterns of words or music result in good progress, with valuable spiritual, social and cultural gains. By Year 6, they show impressive skill in using body shape, movement and interaction to express, with dramatic effect, contrasts or subtle variations in the music. They make particularly good use of opportunities to reflect, observe and evaluate in their efforts to improve their performance. Pupils show better skill in expressing their ideas through free movement than in performing conventional gymnastic movements. Many pupils show good skills in controlling balance and movement, and in constructing, refining and performing sequences of shapes, balances, rolls and jumps. Achievement is sound in Years 3 and 4; but is good or very good in Years 5 and 6. Pupils develop a clear understanding of the characteristics of a range of games and sports, including, for example, lacrosse, in which pupils in Year 5 are coached by a current international player. They are developing sound skills in passing the ball with appropriate pace and accuracy, but in lessons show little understanding of the skills of teamwork. After-school clubs for football and netball contribute well to the progress made by pupils, including those with special educational needs and English as an additional language.

115. The quality of teaching is good overall. Of the eight lessons observed, three were satisfactory, three were good, and two were very good. Teaching is better in dance than in other areas of activity. In Years 3 and 5 it is good; in Year 6 it is consistently very good. In Year 4, teaching is satisfactory. Here pupils are given good opportunities to plan and evaluate their work, but unclear guidance on how to refine and improve it in relation to specific objectives that apply. Consequently, progress is not as good as in the other year groups. Also, the pace of activity and progress is slow at times. All teachers plan carefully, and their lessons have clear structure which provides for well-defined progressions from phase to phase for pupils of differing attainments. Pupils and equipment are well managed, with rigorous attention to safety factors, and demonstrations are used well to exemplify the good standards expected so all are encouraged to perform better. Good use is also made of on-the-spot assessments to select examples or to set new targets. The teaching of both the Year 6 classes is highly effective in both dance and gymnastics; at times in dance it is inspirational, allowing pupils to express themselves fully through movement. Both teachers know exactly what they wish to achieve and they have strong strategies for achieving it, backed by urgent pace, driving enthusiasm, and a clarity of instruction and evaluation that reflects very good subject knowledge. Well constructed lessons blend enjoyment with challenge, and culminate in performances and reflections which enable pupils to see exactly how far they have advanced in the lesson. Pupils are enthusiastic and try hard to achieve their best, concentrating and behaving well. Their good behaviour influences progress favourably.
116. The standards reported at the time of the previous inspection have been at least maintained, as has the quality of provision. Good assessment procedures are planned into teaching, and all staff carefully record pupils' progress and evaluate work effectively. The development of a clear understanding of the skill-level to be achieved by each year group in each focus within the annual cycle has been a notable improvement as a result of whole-staff training. Thus teachers and pupils evaluate progress together with a clear, shared view of expected achievement.

RELIGIOUS EDUCATION

117. Pupils attain standards that are in line with the locally agreed syllabus. This is below the standard achieved in the previous inspection and is largely due to the high mobility

of pupils, high numbers of pupils who do not speak English as their first language and a large proportion of pupils with special educational needs. In addition, however, the school does not always spend the required amount of time on the teaching of the subject for Year 6 pupils.

118. Most pupils' achievement is satisfactory, they have a good knowledge and understanding of the major world religions. In Year 3, pupils know about the life of Guru Nanak and how the Sikh religion began. In Year 4, pupils discuss the story of the Jewish exodus clearly. Year 6 pupils know the four noble truths of Buddhism and are familiar with stories from the Bible, such as the story of The Good Samaritan. By age eleven, the majority of pupils explain which are the Holy Books of each religion, name the different places of worship and the purpose of the major festivals. They talk respectfully and in some detail, for example, about the festivals of Easter, Eid, Diwali and Hannukah. Pupils are developing an understanding of the symbolism associated with religious faiths and festivals.
119. Throughout the school, pupils develop a strong respect for the feelings and beliefs of others and the multi-ethnicity of the school significantly supports this. They learn that every person has special qualities and to show consideration and value for themselves and each other. For example, in lessons and assemblies they consider the importance of self-esteem and how it can be affected detrimentally or beneficially.
120. The quality of teaching and learning is satisfactory and in one lesson observed teaching and learning were good. Teachers ask probing questions so that pupils recall previous learning. Pupils increase their understanding through opportunity for reflection and debate. Positive relationships form the basis from which pupils learn and progress in their understanding. In most classes there is a pleasant working environment and sense of purpose. Stimulating presentation motivates pupils and generates enthusiasm for the subject. Most pupils concentrate well, listen attentively, eagerly answer questions and are keen to contribute their own ideas. Where teaching is good, the subject is presented with animation and feeling. Pupils are encouraged to show respect and consideration for others. Teachers prepare work effectively to challenge pupils, extending their knowledge and understanding. Religious education is effectively linked with other areas of the curriculum, as when pupils made potato latkas to serve during the festival of Hannukah. The local area is used well to support learning, for example, pupils visit the Jewish museum and the synagogue and representatives from different faiths are frequent visitors to the school. Good resources, in particular the wide selection of religious artefacts, effectively enhance pupils' learning.
121. Each year, pupils across the school participate in celebrating one festival from each of the major religions. This makes a considerable contribution to pupils' spiritual, moral, social and cultural development. Assessment is satisfactory and is used effectively to plan work for pupils of different attainment. The co-ordinator has little opportunity to monitor classroom teaching although time is given to assessing teachers' planning and the standards achieved.