

INSPECTION REPORT

**SEYMOUR PARK COMMUNITY PRIMARY
SCHOOL**

Old Trafford, Manchester

LEA area: Trafford

Unique reference number: 106325

Headteacher: Miss J Dunn

Reporting inspector: Mr R Heath
1262

Dates of inspection: 11th – 14th February 2002

Inspection number: 195732

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Dunnico
Date of previous inspection:	9 th – 13 th June 1997

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1262	Mr R Heath	Registered inspector	Mathematics	School's results and pupils' achievements Attitudes, values and personal development Teaching and learning
9928	Mr A Dobson	Lay inspector		Attendance School's care for pupils Partnership with parents
31175	Mr A Allison	Team inspector	Information and communication technology Physical education	Curriculum
15447	Ms C Glenis	Team inspector	English English as an additional language Special educational needs	
22790	Mrs J Pinney	Team inspector	Design and technology Geography History	
2041	Mrs V Reid	Team inspector	Foundation Stage Equality of opportunity Art Music	
30590	Mr P Tuttle	Team inspector	Science Religious education	Leadership and management
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 472 boys and girls aged 5-11 as well as 76 children in reception classes and 20 full-time and 51 part-time children in the nursery. These numbers fluctuate almost daily; for example, during the period of time from last September to the inspection 40 pupils left the school and 42 arrived. The school is much bigger than the average primary school. It is in an area of Trafford that has significant aspects of deprivation compared with much of the rest of the borough. About one pupil in four is eligible for free school meals; this is above average. The school is included in the Salford and Trafford joint Education Action Zone (EAZ), a government funded initiative to help schools such as this to raise standards.

Pupils come from a wide range of ethnic backgrounds. More than four pupils in every five in the main school have English as an additional language and this is very high compared with other primary schools. Approximately one quarter of pupils are supported by additional funding from the ethnic minorities achievement grant. The largest heritage group of close to 360 pupils are from the Indian sub continent, including 137 pupils from Pakistan and a few from Bangladesh; 33 pupils are of Caribbean heritage. About 40 pupils are of other heritage including African and Chinese. There are 68 white pupils. Just over one third of pupils are on the school's register of special educational needs and the number at stage 3 or above is close to average; most of them have learning difficulties. One pupil has a statement of special need and about 50 pupils have individual education plans.

Attainment on entry to the nursery is below average and the level of attainment in English is well below what can be expected of children of this age. About one third of children are well below what children can be expected to achieve by the time they complete the baseline assessments at the beginning of the reception year. The school is popular and oversubscribed.

HOW GOOD THE SCHOOL IS

This is a very good and successful school. Its ethos is one of inclusion, equality of opportunity, racial harmony and mutual support. The majority of pupils in the school have English as an additional language and make good progress. The overall standard of attainment by Year 6 is close to average in most subjects; it is well above average in art and music, above average in information and communication technology (ICT) but is a little below in English. Teaching and learning are good overall. Pupils' attitudes are very good and behaviour is good. Leadership and management of the headteacher and key staff are very good. The school provides very good value for money.

What the school does well

- The school ethos of inclusion and equality of opportunity effectively promotes the quest for high standards within a diverse and harmonious community.
- The leadership of the headteacher is inspirational; she is very well supported in the management of the school by staff and governors.
- Very good provision is made for spiritual, moral and the social development of pupils; provision for cultural development is excellent.
- The very good teaching in the nursery, good teaching in Reception and overall good provision in the Foundation Stage give children a flying start to their education.
- The quality of teaching and learning is good overall and as a result pupils, including those with special educational needs and those having English as an additional language, make good progress.
- Pupil's response to the school and their attitudes to learning are very good.
- Pupils achieve high standards in art and music and many do very well in ICT.

What could be improved

- Pupils' reading and writing in Years 3-6.
- Monitor and evaluate teaching more rigorously to further improve its impact on pupils' learning.
- Use teachers' day-to-day assessments of pupils' progress and attainment more consistently to pinpoint, and plan for, the specific learning needs in the next lessons of both individual and groups of pupils – including those at early stages of learning English and the very high attainers.
- Formalise the procedures and practices for assessing and recording what children know, understand and can do in other subjects to complement those already in place for English, mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress overall since its last inspection in June 1997. The few weaknesses identified at that inspection have been addressed positively. For example, teachers provide a better range of practical experiences in history, geography and science in Years 3-6 but there remain a few lessons where not enough scientific investigation is done. Monitoring of the effectiveness of teaching has improved in depth and scope but there still remains work to be done in its evaluation in order to pinpoint and provide better learning opportunities for pupils. Pupils' attainment is now measured in a manageable way but requires still sharper analysis. The overall attainment of pupils in the National Curriculum tests has improved in those for seven year olds, who are now close to the national average, but in those tests for 11 year olds it has remained well below average.

The school has sustained, and often improved, its successful features. Its positive ethos is more firmly embedded in the community it serves. Teaching has improved and could improve yet further to be very good. The high quality of leadership and management have been maintained and improved – for instance the new procedures for tracking pupils' progress through school and for targeting extra support. Provision for pupils' spiritual, moral, social and cultural development has improved considerably. The school's care for its pupils and its partnership with parents have flourished. Governors, senior management and all staff have a shared commitment to pursuing high standards in all that the school provides and have the capacity for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores (which takes account of the achievements of all pupils in its calculation, including those with special educational needs) in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	B	C	E	D
mathematics	C	E	E	C
science	D	E	E	C

Key

well above average A

above average B

average C

below average D

well below average E

When they come into the nursery, children's overall level of attainment is below average and their attainment in English is well below what is expected. By the end of reception classes they have made good progress overall and attained the expected level in most aspects of their areas of learning. Speaking and listening, reading and writing, however, remain below the expected standard. Pupils' overall standard of attainment in current work by the end of Year 2 is at least close to average in all subjects, above average in ICT and art

and well above average in music. Most pupils, including those with special educational needs and those with English as an additional language make good progress in Years 1-2.

At the end of Year 6 the level of attainment in the national tests in 2001 was well below average in all three core subjects (English, mathematics and science). Nevertheless, 62 per cent of pupils achieved the national yardstick of at least Level 4 in English, 54 per cent in mathematics and 74 per cent in science. Compared with schools in similar social circumstances, however, attainment in English is below average and in mathematics and science it is average. The overall trend of these core subjects during recent years is broadly in line with the national trend despite some fluctuations. The school has made good progress towards its targets. Pupils' overall attainment is currently average in most subjects, above average in information and communication technology (ICT) and well above in art and music. It remains below average in English, where reading and writing are the weaknesses largely because pupils have too few opportunities to read widely and write independently in English and other subjects.

Pupils with special educational needs and those with English as an additional language make good progress overall and very good progress in ICT, art and music. High attaining pupils could, however, be stretched further. The major reason for pupils' generally good rate of progress is the good quality teaching they receive, the school's very orderly and encouraging atmosphere and pupils' willingness to concentrate and work hard. Nevertheless, their achievement of nationally expected standards is hindered by their command of English and by the high mobility of pupils who join or leave the school other than at the beginning and end of the school year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school, enjoy coming and work at their lessons with enthusiasm and commitment.
Behaviour, in and out of classrooms	It is good around school and very good in lessons. Staff have high expectations of behaviour that pupils respond to very well.
Personal development and relationships	Relationships between adults and pupils and between pupils themselves, are very good. They show care and respect for one another's faith and culture.
Attendance	Most pupils attend well and are punctual but attendance is below the national average. Many children have extended visits to families in the countries of their heritage.

Pupils' attitudes and behaviour are notable strengths of the school. Pupils listen well, respond enthusiastically and take school work seriously. The whole atmosphere of the school strongly nurtures mutual respect and all-round well being.

TEACHING AND LEARNING

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

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

Teaching and learning are good in mathematics and science. In English they are good in Years 1-2 and satisfactory in Years 3-6. Literacy and numeracy skills are generally well taught. Numeracy skills are exceptionally well taught in Year 6. Most teachers work very hard and enthusiastically on behalf of pupils. Pupils respond by showing a high level of interest and involvement in lessons. Learning is enjoyable. Particular strengths of teaching are the management of pupils' behaviour and organisation of lessons. The use of support staff in the teaching of pupils with special educational needs and those with English as an additional language is effective in promoting their learning.

A weakness in a significant minority of lessons is teachers' use of day-to-day assessments to pinpoint, and plan for, the specific learning needs of individuals and groups of pupils for the next lesson. In the majority of lessons, however, pupils make good progress through teachers' clear planning and explanations and having a brisk pace to the lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school emphasises literacy and numeracy and still manages to provide a broad and essentially good, relevant curriculum enriched by high quality activities for pupils in Years 4-6 outside lessons.
Provision for pupils with special educational needs	Good overall. Pupils are well supported and generally make good progress. Some individual education plans offer broad statements rather than clear targets against which to assess progress.
Provision for pupils with English as an additional language	The majority of pupils in this school are learning, or speak, English as an additional language. They make good progress in almost all subjects because of the well-targeted support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for spiritual, moral and social development is very strong and for cultural development it is excellent.
How well the school cares for its pupils	A strength of the school. Staff know pupils very well, carefully supervise them and provide high levels of encouragement and reassurance.

Teachers plan together their work for pupils very well. The school works closely with parents and tries to keep them well informed. The close links with community leaders, especially those of the major faiths of pupils, and outside agencies are effective in promoting pupils' wellbeing. The tracking of pupils' progress in English, mathematics and science through school has improved substantially.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's dedicated work and inspirational guidance provides strong, encouraging leadership to the staff. Other senior staff and subject managers work closely and effectively together.
How well the governors fulfil their responsibilities	Governors support the school well. They bring valuable insights into the local community and exercise good oversight of the school's work.
The school's evaluation of its performance	This is very good. Effective action is taken quickly when justifiable concerns come to light.
The strategic use of resources	Finance is managed and controlled effectively and efficiently. Resources are deployed wisely.

Most aspects of management and organisation are strong and effective. Staff are well matched to their subject and whole school responsibilities. The leadership and management of the headteacher and key staff are very good. Support staff are a strong asset. The school has good accommodation overall and learning resources are good. Most aspects of pupils' progress are monitored well but evaluation of their long-term progress and the identification of weaknesses in pupils' learning are not rigorous enough.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The approachability of the staff.• The way the school is led.• The good progress their children make.• The good teaching.• The racial harmony and respect for all cultures.• The good behaviour of the children.• That their child likes school.	<ul style="list-style-type: none">• Homework.

The inspectors endorse these positive views. They judge that the provision of homework is satisfactory and relevant to the needs of the children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the nursery their level of attainment is below average overall. Almost all children have English as an additional language and of these about one child in seven can communicate reasonably well in English. About half the children coming into the nursery have very little or no understanding of English. Many of them are slow to settle into the routines of the nursery. As a result of teaching and learning experiences of good quality, children make good progress in the nursery and reception classes. By the time they reach the end of the reception year, most children achieve, or exceed, the early learning goals set nationally for children of this age, but their skills in speaking and listening, reading and writing remain below what is expected nationally of them.
2. In the national tests taken towards the end of Year 2 during 2001 the proportion of pupils who attained the yardstick of at least Level 2 was close to average in reading and writing and only just below average in mathematics. The results in 2000 were similar. The proportion of pupils who reached the higher Level 3 in the tests in 2001 was below average in reading and close to average in both writing and mathematics. Over the last three years the overall standards in English and mathematics have steadily improved. Teachers' assessment of pupils' standard in science is well below average both at the basic level and the higher one because pupils find the scientific words difficult to understand and remember.
3. Based upon average 'point scores', pupils' overall attainment was below average in reading, writing and mathematics. In both reading and writing girls do better than boys; in mathematics girls and boys do about the same. When the school's Year 2 results are compared with those of schools having a similar background (as measured only by the proportion of pupils known to be eligible for free school meals), they were close to average in reading and mathematics and above average in writing.
4. Although pupils vary widely in the standard of their work by the end of Year 2, the overall attainment of those currently in Year 2 is at least average. Work is of an average standard in all the core subjects of English, mathematics and science, as well as in design and technology, geography, history, physical education (PE) and religious education (RE). The overall standard in information and communication technology (ICT) and art is above average; in music it is well above average. Pupils achieve well and show significant improvement from the low standard they had on entry to the school. This good overall rate of progress is due to the school's effective commitment to ensuring all pupils are included in the good learning opportunities it provides and especially those for pupils for whom English is an additional language. Standards in art and music, in particular, are of high quality because the teachers have good subject knowledge, use good schemes of work and are enthusiastic. They use time and resources very effectively, ensuring that pupils regularly practise skills.
5. In the national tests taken towards the end of Year 6 in 2001 the proportions of pupils who attained at least the basic Level 4 were well below average in each of English, mathematics and science. The proportions of pupils achieving the higher Level 5 were well below average in English and below average in mathematics and science. In 2000, although the results were well below average in mathematics and science, they were close to average in English.
6. Based upon average point scores and set alongside the results of schools with a similar 'free school meals' background, this school's performance was below average in English and close to average in mathematics and science. When account is taken of these pupils' attainment at the end of Year 2, their achievement by the end of Year 6 shows significant improvement. The trend of the school's results has been rising broadly in line with the pattern nationally. Girls do a little better than boys overall.
7. Although the school's national test results are often low, most pupils make sound or good progress overall in their studies throughout Years 3-6. No discernible difference in the achievement of boys and

girls were observed in lessons. In contrast to all other subjects, however, progress in English has been at a lower, though close to satisfactory, level, despite considerable effort by the school to raise standards in this subject. Pupils' reading and writing let them down. The school has given boys a good role model in helping them to improve their reading by pairing them with male staff through its link with a nearby department store. Additionally, pupils have extended periods of absence from school and a significant minority leave, or join, the school during this stage of their education. These factors, and pupils' difficulties with their command of English, explain in part why test results are lower than could be expected.

8. The school has worked hard to assemble a wide range of reliable data with which to measure pupils' attainment and progress from Years 2-6. Its information base is now good and a significant improvement on the position at the time of the last inspection. The results of the national tests in English, mathematics and science are thoroughly analysed with mobility in mind and support is well-targeted at those pupils joining the school during Years 3-6. It uses this data well in organising and grouping pupils for literacy and numeracy. It has yet to use it in tracking individual pupil's progress in order to highlight specific learning needs and to identify trends.
9. Pupils generally make good progress in Years 3-6, most notably in Years 5-6. In current work, the overall standard of attainment of pupils in Year 6 varies widely, but is close to average overall. The overall standard is average in mathematics and science, but below average in English. Pupils' attainment in the core subjects is better in lessons than it is in the national tests because teachers are able to help those who do not understand the context of questions, or the subject vocabulary, either by a well chosen question or a clear explanation that enables pupils to complete the lesson task successfully. Attainment is above average in ICT and is well above average in art and music. The key factor in the strength of art and music is their value and high status within the school. Teachers have good subject knowledge, use good schemes of work and are enthusiastic. They use time and resources very effectively, ensuring that pupils regularly practise skills. Specialist teachers for both art and music enhance and extend pupils' learning and attainment.
10. Pupils' standard of listening is above average throughout the school; they listen carefully to their teachers and to one another. Their standard of speaking is broadly average in audibility, expression and clarity. A minority of pupils are articulate speakers and express themselves clearly; they expand their answers well when required to do so. In mathematics, pupils take advantage of the many opportunities provided for them to explain their methods of calculation and their thinking. A similar emphasis is found in science, ICT and RE, for example.
11. The overall standard of reading is average by the end of Year 2, but below average by the end of Year 6. Pupils get off to a good start in Year 1 and confidently learn to read simple sentences. Pupils in Year 2 gain confidence in building up words from the sounds of letters and begin to read both fiction and non-fiction with interest. Many pupils read fluently, with understanding, by the time they are 11 years old. Most read appropriate texts independently and accurately but not all are able to discuss a range of texts or authors confidently. There is clear evidence that higher reading standards are working their way through school, for instance, pupils in Years 3-4 talk well about their favourite books and show preferences as to the type of books they enjoy. Among older pupils an insufficient range of fiction and reference material is systematically read.
12. The standard of pupils' writing is average by the end of Year 2 but below average by the end of Year 6. Most pupils complete written tasks to a reasonable, average standard of content, but a minority write too little and slowly. Pupils often organise their writing well partly because teachers provide firm guidance on structure, giving good models for pupils to follow. By doing too much of this in Year 6, however, pupils opportunities to write independently are restricted and this lowers their attainment. This, in part, explains why the quality of writing has slipped a little since the last inspection. The range of writing undertaken by the end of Year 2 is wide and generally done well. The amount of extended, analytical writing by the end of Year 6 is below average. Occasionally, too much help is given to pupils to enable them to spell words correctly. Standards of handwriting are above average by the end of both Years 2 and 6.
13. The overall standard of mathematics and of numeracy across the curriculum is average by the end of

both Years 2 and 6. Pupils' quick and ready recall of basic facts and competence in mental methods of calculation are particular strengths, largely because teachers ensure that these skills are frequently practised. Pupils use well their skills in measuring and in representing and interpreting data on graphs in subjects such as science, design and technology and geography. The very effective implementation of the National Numeracy Strategy helps pupils to sustain and improve the standard of their mathematical work, and explains why the standard of numeracy is better than it was at the last inspection. Pupils' main difficulties arise when they tackle problems described in everyday situations; they find it hard to decide, for instance, whether to multiply or add the numbers in the problem.

14. Standards in science are broadly average by the end of both Years 2 and 6. Pupils' knowledge of the subject is satisfactory. They have a secure understanding of aspects of materials and their properties and of life and living processes. For example, pupils in Year 6 acquire a firm understanding of the process of pollination and fertilisation in flowering plants. Pupils' investigative skills have improved since the last inspection; their scientific exploration and written summaries of experimental work are generally good, owing largely to well-informed teaching. Pupils are enthusiastic about learning the subject.
15. Pupils' attainment in information and communication technology (ICT) is above average throughout the school and has improved significantly since the last inspection in response to the increased range and depth of work pupils are now expected to achieve. By the end of Year 2 and Year 6 pupils have appropriate confidence and ability to use, for example, a word processor. As they move through school they increase their skills such that by Year 6 many pupils present impressive slide presentations containing text, pictures, sound and animation. Pupils use a good range of equipment and programs to improve their knowledge of uses of computers in, for instance, the control of events. The success that pupils enjoy is a tribute to teachers' determination to improve their teaching of the subject.
16. Attainment in religious education (RE) is broadly average by the end of Year 2 and Year 6. Although the time for lessons is below that normally given to this subject, pupils' learning is well compensated by a rich programme of celebrations and teaching of the key festivals in the six main world faiths during assemblies. The school also provides the opportunity for regular Muslim assemblies organised by a leader from the local mosque. This range of provision is well dovetailed into the local Agreed Syllabus. Pupils' spiritual and moral development is very good.
17. The school's targets for pupils' achievements at the end of Year 6 in national tests are generally reasonable but not accurately related to pupils' expected attainments. The school now has a detailed system of tracking pupils' progress and this should enable it to set realistic, challenging and achievable targets based upon what is known of pupils' attainment. The higher-attaining pupils make sound progress overall, but the gifted and talented are not given sufficiently challenging work often enough to nourish their learning to the level it could achieve. The attainment of pupils with special educational needs is reasonable and in line with the targets set in their individual education plans (IEPs). These pupils make good overall progress throughout the school and generally achieve well in relation to their abilities. The attainment and progress of pupils for whom English is an additional language are as described above since four pupils in every five belong to this group.

Pupils' attitudes, values and personal development

18. Pupils' attitudes to what the school provides are very good indeed and a notable strength of the school. From the time they enter the nursery and have settled to its daily routines, children come eagerly to school. Pupils throughout the school are interested in their lessons and very ready to respond. Many are confident and alert and respond eagerly to the fast pace of, for example, some of the starter activities in numeracy lessons. Most pupils listen well to their teachers, are keen to answer questions and get on earnestly with what they are expected to do. While a few pupils need the constant vigilance of their teachers, many can be trusted to get on with their work without constant, direct adult supervision.
19. In lessons, and as they move around the school, pupils' behaviour is very good. In the playground some of their play is vigorous and energetic, but is well supervised. Pupils are generally kind and

- courteous towards one another and in their relationships with teachers and other adults, including visitors. They show much respect for property and equipment. The level of harmony that exists between the many ethnic groups in the school is high and is a clear testimony to the school's commitment to include all pupils in its provision. In the Foundation Stage, children live up to their teachers' high expectations of good behaviour. They work and play alongside each other very well and know the difference between right and wrong in differing situations.
20. Pupils' personal development is very good throughout the school. In the Foundation Stage, children's personal, social and emotional development is very good. They develop very positive attitudes to school, to each other and to their differences. Pupils in Years 1-6 respond positively to the well-planned opportunities provided for them to accept responsibilities or to take the lead in school activities. For example, older pupils volunteer to support younger ones during playtimes. Many lead school assemblies with confidence and conviction, helping fellow pupils to understand and respect the feelings and beliefs of others.
 21. Pupils co-operate very well in lessons when working in pairs or groups. They form happy relationships with one another and are willing to try to improve their work. In a class of mixed age pupils from Years 5 and 6, for example, pupils used ICT to prepare slide presentations on themes such as 'friendship' or 'summer'. By good questioning and discussion with groups of pupils, the teacher helped them to understand how to improve their work and increase the impact of their presentations. They readily incorporated their fresh ideas into their work. This very high quality approach to learning is an impressive credit to the headteacher's leadership, to teachers' skills and dedication and to the close working partnership achieved between school and home. These factors are the principal reasons for pupils' continued improvement in their response to the school since the last inspection.
 22. Attendance has improved significantly since the previous inspection. The most recent rate of attendance (93.7 per cent) is only slightly below the national average for primary schools (93.9 per cent). The number of parents taking pupils on extended holidays during term time and the duration of these holidays, have reduced considerably since the previous inspection with a consequent reduction in unauthorised absence. Despite these measures, however, unauthorised absence is twice the national average. Punctuality has improved and is now good. Morning and afternoon registrations are taken correctly and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is good overall. Two lessons in every three are at least good, including one lesson in five that is very good (and occasionally outstanding). A very small amount is unsatisfactory. The quality of teaching is noticeably higher than that reported at the last inspection in 1997. The weaknesses in some teaching of history, geography and science have largely been eradicated. Nevertheless, in a few science lessons there are still insufficient opportunities for pupils to improve their skills of scientific investigation. In history and geography more emphasis is given to interpreting and analysing information from a range of sources in place of filling in the missing words in dull, uninteresting worksheets and this enables pupils to learn in a more meaningful way.
24. Teachers in the main have a good knowledge of the subjects and aspects they teach. This enables them to select appropriate content, make topics interesting, explain things clearly to pupils and ask challenging questions. In the small amount of unsatisfactory teaching that occurred in a numeracy lesson the lack of clarity in questioning and in explaining what was required caused confusion among the pupils. In almost all lessons, teachers place a strong emphasis on subject-specific vocabulary in order to ensure that all pupils, including those for whom English is an additional language, understand essential ideas and information. In the best lessons teachers used probing questions to introduce pupils to challenging ideas thus helping them to build up a secure and appropriately wide range of skills, knowledge and understanding.
25. Most basic skills of literacy and numeracy are taught well, especially in the earlier years and in Years 4 and 6. Teachers encourage discussion and expect pupils to explain their views and reasoning as a means of clarifying their understanding. In numeracy lessons, for example, pupils are frequently required to compare their methods of mental calculation and in many subjects they discuss well the people and places they read about. Teachers help pupils to structure their writing carefully and

generally work hard to ensure that work is both neatly presented and carefully written. A suitable emphasis is placed upon the importance of reading for understanding in all subjects. Nevertheless, older pupils in particular are not as proficient as they could be in finding information from books or in discussing their preferences for books and authors of fiction.

26. Teachers generally plan lessons well. They have clear structures and suitably detailed notes for lessons, often drawn from co-operative planning by groups of staff across the school, and from using carefully adapted schemes of work of the Qualifications and Curriculum Authority (QCA). Lesson objectives are clearly stated and the use of time is mapped out appropriately. In several lessons, however, the planning did not give sufficient detailed attention to overcoming the learning difficulties of some pupils. For example, in a numeracy lesson the lower-attaining pupils lacked some specific resources to help them understand the process of 'long division'. In subjects such as art, ICT and English, the needs of the gifted and talented are well met by their teacher's high expectations of the quality of their final product arising from a common task for the whole class. In other subjects, such as mathematics and science, however, work of appropriate challenge for the gifted and talented is not included in the planning sufficiently often.
27. In most lessons teachers explain the purpose of lessons very clearly to pupils. They generally revise briskly and coherently the content of earlier lessons and divide the main lesson time into well-devised activities. The ends of lessons are usually used carefully to review methodically what has been learned, often by pupils explaining their work to others. Occasionally, however, too little time is left for proper review and consolidation and the lesson lacks a clear conclusion.
28. Most teachers in this school have high expectations of what pupils can do and how they should learn. This frequently ensures a good balance in the range of teaching methods and classroom organisation is provided across subjects and classes. Explanations and demonstrations are usually clear. Discussion, as a way of learning, is often used effectively especially where it is provoked by thoughtful probing questions that require pupils to answer in precise and technical language. Practical work and the practice of skills are used very well to extend and consolidate pupils' understanding and are especially productive in the teaching of pupils with special educational needs or those who have a growing or limited understanding of English. The development of pupils' skills in problem solving, investigation and extended research is generally suitably included in most classes over time.
29. For example, in two classes of pupils in Year 1, each studying literacy, their skills in using words and writing sentences were much improved by their teachers' enthusiasm, good questioning and work well matched to pupils' stage of development. Equally, in a science lesson for pupils in Year 4 the teacher's high expectations of what they can do, her very good use of resources and challenging questions, conducted at a brisk pace, held pupils' interest and enabled them to learn effectively about the diet of animals and their food chains. Similarly, during an art lesson for pupils in Year 2, their teacher's extensive planning included good levels of challenge; her very good questioning required pupils to note in detail similarities and differences of a set of objects. These factors enabled pupils to produce art work of high quality.
30. Most teachers have very effective strategies for maintaining the good behaviour of pupils. In many lessons the teaching methods, the quality of the interesting activities and teachers' high expectations that pupils will behave well combine effectively to promote very good behaviour. Within the small amount of unsatisfactory teaching in a literacy lesson, however, pupils' enthusiasm was not well controlled with the result that too many pupils were allowed to call out answers unchecked by their teacher while others lost interest in the lesson; subsequent written work was poorly presented. Overall, lessons are very well managed and this factor is a great strength of the teaching in this school. Pupils respond well to teachers' guidance. The control of pupils is calm, precise and almost entirely courteous. Praise, encouragement and humour are used effectively to sustain pupils' involvement in lessons. As a result, the atmosphere in almost all lessons is purposeful, productive and enjoyable. Many lessons hum with activity or are appropriately quiet, depending upon the nature of the work.
31. Time is generally used well; lessons are conducted at a brisk pace and pupils are well motivated. The very good relationships between teachers and their pupils ensure that when pupils' attention drifts, a

well-targeted question or calm reprimand brings them back into the lesson without fuss. Resources of high quality are attractively presented, invite interest and are used well. In a music lesson for pupils in Year 5, for instance, pupils used percussion instruments to experiment with sound and develop their skills in making music. As a result of first rate teaching and their positive attitudes and good behaviour, pupils achieved high standards in their short compositions. Resources in ICT are used particularly well by both teachers and pupils and this enables many pupils to achieve high standards in this aspect of their work.

32. Teachers generally assess pupils' work and progress satisfactorily during lessons, often by circulating and discussing their work with individual pupils, or by asking searching questions. Most marking is done carefully, though helpful advice on how future work can be improved occurs too infrequently. Teachers' day-to-day assessment of pupils' progress in mathematics is done well. Overall, however, such assessments of pupils' progress and attainment are not used well enough in the planning of lessons to meet the learning needs of both individuals and groups of pupils more effectively. Homework is generally set with reasonable frequency, including both learning tasks such as multiplication tables, or finding information on a given topic. The school is sensitive to the commitments many pupils have to their faith for a significant time each evening.
33. Both pupils with special educational needs and those with English as an additional language, especially those who have limited knowledge of English, are generally taught well and learn effectively. They receive much good additional support in most lessons that takes careful account of the targets set for them in their individual education plans or the assessments of their fluency in English. The amount of support allowed from the school's allocation of the ethnic minorities achievement grant, however, limits the progress of the relatively large proportion of pupils who are at early stages of learning English. Tasks are generally closely related to work being done by the rest of the class, ensuring that pupils with special educational needs are included in the whole-class activities. High-attaining pupils do not make the progress they could in many lessons because suitably demanding work is not set for them.
34. Pupils generally make good progress in their learning because of the good quality of teaching they receive. The best teaching occurs in the Foundation Stage (nursery and reception) and in Years 1, 2, 4 and 6. Most year groups enjoy some good or very good teaching in almost all subjects. This enables pupils to gain much of the knowledge, skills and understanding expected of them in the subjects they learn. Most pupils try hard and take part in lessons with obvious enjoyment or curiosity.

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

35. The school provides an appropriately broad and balanced curriculum that contains a good quality, interesting and stimulating range of learning opportunities for all pupils from different backgrounds, and with different abilities, from the Nursery classes onwards. All subjects of the National Curriculum, religious education and personal and social education are provided. There is an appropriate time allocation for each subject with the exception of religious education where the lesson time allocated restricts the consolidation of learning because there is not enough time to complete written work. Nevertheless, the school ensures that the requirements of the local Agreed Syllabus are met. Provision for pupils with special educational needs and for pupils with English as an additional language is good.
36. Planning for pupils in Years 1-6 is good. The most recent national guidance is used as the basis for planning and is adapted to provide programmes of work that ensure pupils make steady gains in their knowledge and skills as they move through the school. This is an improvement since the previous inspection when schemes of work were judged to vary in quality. The wide diversity of pupils' cultural backgrounds is reflected in appropriate adaptations to the design of the curriculum. For example, the history curriculum contains a unit of study designed to enable pupils to investigate the Mogul empire, thereby enhancing the relevance of the subject to pupils. A whole school approach to planning of lessons provides consistency and ensures that the requirements of the National Curriculum are met.

Planning carefully identifies what pupils are expected to learn, understand and do in lessons during the term but subsequent lesson plans are not always sufficiently well matched to the learning needs of all pupils. The National Literacy and Numeracy Strategies are well established and standards are improving. The strategies for teaching numeracy skills are very effective, especially in Year 6.

37. Pupils are given good opportunities to develop their skills in ICT and are beginning to use these skills to support other subjects. In an ICT lesson for pupils in Year 2, for instance, pupils learned how to edit text putting in full stops, capital letters and speech marks. This reinforced their literacy skills. The weaknesses of insufficient practical experiences in history, geography and science have been largely eradicated. The school recognises, however, that it should continue to extend this provision in science. In all subjects pupils are given the opportunity to develop their skills of speaking and listening. In an ICT lesson for a class of pupils in Year 6, for example, the pupils listened attentively as others described how they had put their slide presentation together. After watching the presentation, pupils then commented critically, using sentences with correct grammatical structure and appropriate vocabulary. Numeracy skills are also consolidated and used well to foster learning in subjects such as science, history and geography. The school identified the need for boys to have a good role model to encourage an interest, and promote attainment, in reading. As a result male staff from a well known department store come to the school to listen to and help boys with their reading and to provide good role models. Teaching and learning are supported satisfactorily by the provision of homework.
38. The school is very successful in meeting its stated aim and commitment in the mission statement 'to create a positive, inclusive school culture in which to promote equality of opportunity and anti-racism'. The school ethos is one of inclusion, equal opportunities, racial equality, harmony and mutual support. These principles steer all school developments and are evident in the teaching and its impact on learning. The school assesses its equal opportunities culture objectively against criteria listed in the guidance on inclusion and in the Council for Racial Equality (CRE) guidelines. The learning environment shows positive images of success by displaying high quality work alongside photographs of children and pupils at work.
39. The school's assessment procedures identify underachievement by gender, ethnicity and ability. Action is then taken to identify and reduce or remove barriers to learning for these pupils by targeting specific teaching, providing appropriate support and by monitoring progress. This allows regular assessment and movement between groups according to levels of achievement. The school has begun to sharpen the tracking of the progress of individual pupils in order to identify and meet their learning needs more accurately. Support staff and teachers ensure that children with special educational needs and those for whom English is an additional language take as full a part as is possible in class and group lessons. Where it is considered advantageous to pupils, they are withdrawn for specific teaching in English and mathematics.
40. The learning mentor has made an excellent start in working with a number of pupils and their families to improve aspects of attendance, behaviour and their learning. For example, pupils going on extended holidays are provided with learning packs to ensure they continue to make best progress possible during their absence. Extra work on numeracy is, however, inevitably needed on their return because whole units of work have not been directly taught. The school works very hard to organise time and space to accommodate the many needs of the pupils. The extra provision for pupils with special educational needs and for those pupils for whom English is an additional language is successful overall. Children and pupils work and play together well, respecting and celebrating their differences. The school is popular in the community; it is oversubscribed. Its relationships with the secondary schools that pupils transfer to at age 11 are positive and constructive. The major success of the school is that its many groups come together and work as a harmonious school community.
41. Good provision is made for personal, social and health education and citizenship. This aspect of pupils' education permeates the whole curriculum. For pupils in Years 3-6 there is a regular weekly time-tabled lesson. In Years 1-2 provision is less formal. Throughout the school many opportunities are provided to promote personal development, particularly self-esteem and respect for other people's beliefs. Pupils in Year 5, for instance, led an assembly for the pupils in Years 3-6 on the theme of the Chinese New Year. It included contributions from other pupils in this age range and some from Year 2

and the Reception classes. The governing body has a policy of not providing sex education. Educational provision about the use and misuse of drugs forms part of the science curriculum and is supplemented by a good contribution from the community police officer. Pupils in Year 6 also have workshops that touch on this aspect in conjunction with 'Crucial Crew', a team of people who inform pupils about the emergency services. Much is done to broaden pupils' experiences within and beyond the community in which they live. Visits to places of interest, include a well planned residential experience for older pupils to Lledr Hall in conjunction with a school whose pupils come from very different backgrounds. Visits from people with specialist knowledge and expertise, such as storytellers, folk singers, a poet in residence and visiting musicians, ensure that all pupils encounter a rich variety of experience.

42. Extra-curricular activities enhance the learning opportunities for pupils well. The school provides a very good range of high quality extra-curricular activities mostly for pupils in Years 4-6. Some opportunities are provided for pupils in Year 3 when the take up by pupils in Years 4-6 allows. The range of opportunities offered includes the visual arts, music, calligraphy, jewellery making, problem solving in mathematics using ICT, board games, dance, keep fit and sports. The provision is based on a very clear rationale linked to the school's mission statement. All courses must contribute to the academic or personal development of pupils. Each club runs for six weeks. Enrolment is by a formal application procedure. Pupils must commit themselves to the full course and evaluate the course at its end in terms of how they have benefited from the course either directly or indirectly, for example by improving their study skills or their ability to think creatively. Approximately two thirds of the pupils in Years 4-6 are involved every week. All staff run at least one course per year and staff from a well known department store, with which the school has close links, also run courses. There are also some opportunities at lunchtimes for pupils in Years 1-2 and these are mainly choral singing. Pupils have good opportunities to learn to play a musical instrument with visiting peripatetic teachers.
43. Provision for spiritual, moral, social and cultural education is very good overall and is a strength of the school. The overall standards identified in the previous report have improved further. The spiritual development of pupils is promoted very well. This is an improvement since the previous inspection when provision was judged to be satisfactory. The climate of the school is one in which all pupils are enabled to grow and flourish knowing that staff and peers will respect them just as they respect the feelings and beliefs of others. Very good opportunities to explore values and beliefs are included both within lessons and collective worship. An assembly for pupils in Years 3-6, for example, led by a class of mixed age pupils from Years 5-6 class explored the theme 'The rights of the child'. Pupils from six different religious backgrounds briefly and openly described their beliefs and what their faith meant to them. The audience listened raptly and with great respect. In another assembly led by the headteacher on the theme of 'Me and my world' all pupils were totally fascinated as the theme was illustrated with a set of Russian dolls that fitted tightly inside one another. In a science lesson for pupils in Year 1 a very good sense of awe and wonder was experienced by pupils as they saw how waterproof materials kept toy bears dry when immersed in water. In a religious education lesson for a class of pupils in Year 1 they were fascinated by a prayer mat belonging to a pupil and they discussed the symmetry of the pattern and the beauty of the colours. There are numerous displays of work around the school that are uplifting, particularly the winter landscapes painted in an art club, paintings of flowers and pastel drawings of pots by pupils in Year 6 and the prominent display of objects of interest from several religions.
44. Provision for moral development is very good. Teachers provide very good examples for pupils in how to work together. The management of behaviour is consistent across the school and follows the school's behaviour and caring codes. Classroom rules are negotiated in each class at the beginning of the school year and displayed for all to see. As a result class routines are well established in all classes. In a Year 2 classroom the teacher's response to the classroom charter was to display a signed promise by the teacher about how she would treat and support pupils. This positively helps pupils to control their own behaviour and understand right from wrong. Wider issues are covered through a variety of initiatives. For example, the 'Crucial Crew' day teaches pupils about the emergency services and helps them to understand how to respond to different situations they may face.
45. Social development is promoted very well. Many opportunities are provided for pupils to develop social

skills. The youngest children in the reception class learn how to take turns, how to share equipment and the importance of good behaviour in a small space. Activities in classrooms give pupils opportunities to work in pairs, groups or independently. When a class wins an award, for example, for good attendance, all pupils applaud them spontaneously. The elected school council provides good opportunities for pupils to make decisions and take responsibilities after discussing ideas put forward by themselves or by others through the suggestion box. Recent discussions have included the problem of litter and how to improve playground markings. Each class takes its turn as litter monitors for a week. Pupils in Year 6 volunteer to act as lunchtime play leaders to enable younger pupils to experience a wider range of playground games in a safe environment. All of these activities foster a strong sense of community and provide very good opportunities for all pupils to exercise leadership and take responsibility.

46. Provision for cultural development is excellent. Many opportunities are provided for pupils to learn about their own and other communities. The school capitalises on the diverse backgrounds of its pupils to enable all pupils to explore their own cultural assumptions and values and to understand the values and beliefs of others. Pupils learn about the development of many cultures through their studies in history, geography, art, literacy, music and religious education as well as through their daily contact with their peers. In an assembly about the Chinese New Year the opening greeting was by a Chinese pupil and Reception pupils demonstrated the dragon dance to Chinese music. Books in the school reflect a diversity of cultures. A display about 'Me and my world' is informative about a number of cultures including that of the Aborigines. As a result, all pupils have not only a high level of understanding about a diversity of cultural traditions and beliefs, but have great respect for and acknowledge the rights of all people, whatever their background. This makes a very strong contribution to the harmony in the school community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The high quality of care and concern for pupils' welfare observed during the previous inspection has been maintained. The school is a very friendly, happy and harmonious community where all pupils are valued and respected. Supervision is good at all times. Parents can be reassured that the school provides a safe and secure environment. Procedures for child protection are good and effective. The person responsible has been fully trained and all staff receive regular guidance on how to ensure children are protected properly. Health and Safety are taken seriously. The premises are regularly inspected, fire drills take place termly and there is a good level of first aid cover. Accidents are correctly recorded. Safety is sensibly stressed before practical lessons in, for example, physical education.
48. Procedures for monitoring and promoting good attendance are very effective and have improved significantly since the previous inspection. The school places a very high priority on good attendance and works hard to raise the attendance rate to the national average. Registers are well kept and monitored in detail every week. Parents are regularly reminded of the importance of good attendance, pupils are given certificates for regular attendance and governors are made aware of the current attendance figures. Absences without valid reason are rigorously followed up. The school has been very effective in identifying parents taking extended holidays resulting in a considerable reduction in both their incidence and duration. Parents and the local community are made fully aware of the school's attitude to holidays in term time. The school's procedure for taking pupils off the register after an absence of four weeks is contrary to national practice and has only a marginal effect on the overall attendance figures. Procedures for ensuring good punctuality are excellent. The learning mentor monitors all pupils who have been late twice in a week and follows this up by direct contact with the parents. This is very effective in improving punctuality.
49. The school has very effective procedures for promoting good behaviour based on high expectations. School rules are simple, well publicised and well understood by the pupils. They are applied consistently throughout the school without a regime of fear. Good behaviour is positively recognised and rewarded. As the pupils get older they are continually made aware that they make the choice of how to behave. This strategy of making pupils take responsibility for their own actions is very effective. Lunchtime behaviour is very well supported by the learning mentor who takes the role of a playground referee to mediate when problems arise and also is a point of contact if pupils have any concerns, for

instance name calling or friends falling out with each other. The learning mentor is also involved in one-to-one sessions with pupils with behavioural problems giving clear advice to them on managing their anger. Very detailed records are kept of pupils who behave badly. The school has a good anti-bullying policy with very clear procedures for notifying parents. Racism is not a problem in the school. The playground, like the rest of the school, has a feeling of great harmony between the many pupils from different ethnic groups that make up the school. The school's procedures for promoting good behaviour have improved since the previous inspection and are very effective in practice.

50. Procedures for assessing pupils' attainment and progress are good. Teachers know their children well. There is a clear expectation that every pupil can improve. Assessment of pupils' learning is effective in that it generally guides teaching and is used well for whole school planning. All pupils leave with a record of achievement, which includes their own assessment of their strengths and how they could improve. This is a significant improvement since the last inspection in that a "sound system with comprehensive records" is now good because the information is beginning to be used to target improvement and to be directly linked to teaching and learning.
51. Results of annual formal assessments from Year 2 to Year 6 are thoroughly used to gain an accurate picture of the attainment of all pupils and all groups within the school in English, mathematics and science. The system enables the school to monitor pupils' attainment in several ways, such as, where they are grouped by ability levels (as in numeracy), or by ethnicity, gender, or linguistic ability. It is particularly helpful in tracking the progress of pupils with English as an additional language and especially those who are at early stages of learning English. Importantly, the assessment of progress is regular and pupils are able to move easily between groups to gain maximum benefit.
52. Senior staff meet with subject managers and cross-school planning teams to review assessments, monitor progress and decide on action. For example, a barrier to pupils' progress in mathematics was identified as their lack of understanding of key subject vocabulary and effective action has been taken. Each class teacher maintains comprehensive records of pupils' attainment which is used generally, but not in sufficient detail by all staff, to inform teaching, reset targets and monitor progress. Some teachers use assessments well in their weekly planning to meet the needs of pupils with different rates of learning, and occasionally include extension work for higher-attaining pupils. Such planning is not used well by all teachers, however, with the result that on too many occasions, classes of mixed ability pupils are given the same level of work with the same expectations of each of them.
53. Children are carefully and sensitively assessed on entry to the foundation stage, including their home language, and their needs are clearly identified to help them to learn to use English as an additional language. Throughout their time in nursery and the reception year children continue to be carefully assessed in order to monitor their progress towards the Early Learning Goals. This includes the LEA base line assessment during their first six weeks in the reception year. Assessment is appropriately based on regular close observation and informs the next week's planning for groups and individual children as well as targeting support for children with little or no English. The use and fluency of English for pupils with English as an additional language are monitored carefully.
54. In all other subjects pupils are assessed annually against National Curriculum levels but this lacks sufficient rigour in assessing, monitoring and recording what pupils know, understand and can do. A more systematic assessment procedure in these other (than the core) subjects would provide teachers with more accurate information on which to plan the next stages of learning. Individual education plans are in place for children with special educational needs and are generally used well to monitor overall progress and guide teaching and additional support. Too many of them, however, are broad statements of attainment and lack precise targets against which progress can be measured.
55. Class teachers assess needs and the learning mentor provides good learning packs for pupils about to leave on extended holidays. These are carefully marked, with pupils alongside, on return to enable the class teacher to accurately plan for any catch-up needs. Assessment and monitoring in literacy are clear in the use of pupils' prior attainment. The school has recently begun to use tracking sheets for all pupils based on grades within National Curriculum levels in order to improve the teaching and learning of literacy.

56. The procedures for monitoring personal development are good. Teachers know their pupils well and have built up trusting relationships. Record keeping is generally informal, however, and individual records are updated at the end of each school year for the pupil's next teacher. These records form the basis of the personal development section in each pupil's annual report and are of good quality.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Parents have a high regard for the school. They particularly like the approachability of the staff and the way the school is led and managed. They appreciate the quality of the teaching their children receive and the good progress their children make. They value the good behaviour, the racial harmony and the respect for all cultures that ensures their children like coming to school. Some parents had concerns that too little homework is given to their children. Inspectors judge that the provision of homework is satisfactory and relevant to the needs of the children.
58. The quality of information for parents is good. Written material ranges from the prospectus, which is easy to read and contains a very clear statement of what the school stands for, to the regular Friday newsletters that keep parents well informed on the life of the school. There are good opportunities each term for parents to meet their child's teacher and these are arranged at times that are convenient for most parents – a point criticised in the previous report. Parents are informed of their child's targets in mathematics and this allows them to be more involved in their child's learning. Pupils' reports meet statutory requirements. Progress is clearly stated and a good overview is given of what each child can do in the core subjects of English, mathematics and science. Although many reports include a mention of what the child needs to do to improve, this advice is often not specific enough to be useful either to the child or the parents. A few parents feel that the use of a computer phrase bank gives the reports a feeling of sameness. The quality is satisfactory overall and the school has firm plans to extend the range of descriptors available on their computer program.
59. The school tries hard to involve all parents in their children's learning and the life of the school, especially those parents who speak English as an additional language and are not familiar with the English education system. Parents of children with special educational needs are involved closely in the planning for their child's learning at the early stages of the process if they wish to be. Many respond positively to this invitation. Those parents whose children have more serious learning difficulties are kept well informed of their child's progress and are invited to discuss the plans for their learning.
60. Open days are particularly successful. Every term, two days are allocated as time when any parent can sit in on any of their child's lessons. The response has been very good with 129 parents attending the most recent sessions. These parents covered all year groups and represent a 50 per cent increase on the previous year. The school also successfully provides an insight into how particular subjects are taught. This very good range of provision enables parents to be more involved in their child's learning and is a significant improvement on the good provision reported at the last inspection.
61. For instance, during the inspection, 14 parents were involved in a six-week course entitled 'How to keep up with your children', held at the school and arranged in conjunction with North Trafford College. In Years 1-2, zipper bags containing a range of mathematical games to do at home are popular both with pupils and their parents. A few parents regularly help in the classroom and in after-school clubs. This help is well organised and makes a useful contribution to children's learning. The governors who are parents are actively involved in the running of the school. The school organises interesting courses where pupils teach their parents to use a computer. These sessions help to develop very effectively pupils' self esteem and a sense of responsibility. The school is well on the way to achieving its current objective to establish an effective learning partnership with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The school has a very clear set of aims and values, displayed prominently and well focused on its role in the community it serves. It is very successful in achieving its principal aim of creating an inclusive school where all pupils enjoy equality of opportunity and learn to live harmoniously with others from a

large variety of different cultures, faiths and backgrounds. The ethos of the school reflects a clear and purposeful commitment to improving pupils' learning. Although the overall standard of achievement could be a little higher in English by the end of Year 6, pupils receive a good all-round education and achieve high standards in art, music and ICT and the expected standards in other subjects. This is a very good school for children to learn and grow up in – a view fully shared by parents.

63. The leadership and management of the headteacher and other key staff are very good. The headteacher's inspirational leadership and hard work over many years ensure the school is held in high regard by the community and that a strong ethos of learning and relationships prevails throughout the school. As one long-serving governor said, "...the school has improved beyond recognition in the time I have known it". Trusting delegation, accompanied by wise guidance and appropriate accountability are given to a committed staff. The headteacher's presence around the school, especially during lunchtimes, ensures it runs smoothly on a day-to-day basis. She is very ably supported by a deputy headteacher and two assistant headteachers, each having a strong, enthusiastic commitment to the school.
64. Teachers, non-teaching staff, pupils and parents feel valued and share a firm commitment to the school. Very good relationships and a strong sense of pride are evident in all the school does, both inside its gates and in the wider community. These factors are evident in the very good quality of presentation and display of pupils' work and of the artefacts and images of other cultures and religions. Equally, they are reflected in the impressive standard of maintenance and care of the school's buildings. Pupils feel secure and happy here.
65. The governing body meets regularly and, together with its committees, supports the school well. Relationships between the headteacher, staff and governors are very positive resulting in a firm commitment by all to their shared vision for the school. For example, together with the headteacher, governors have successfully bid for funding to erect a community learning centre on the school site. Parent governors especially visit school during lessons and along with many other parents accept the school's open day invitation to join their children in lessons. The governing body fulfils its responsibilities well and ensures statutory requirements are met. It demonstrates well its commitment to equality of opportunity by providing most of the money that is required to ensure those pupils who wish to learn to play a musical instrument can do so.
66. The monitoring and evaluation of quality and standards are carried out extensively and have continued to improve since the last inspection. Senior members of staff and subject managers have a sound programme of monitoring the quality of teaching in subjects. Each teacher may be observed teaching at least once a year and the ensuing discussion on teaching methods and organisation helps to hone their skills. Such monitoring does not, however, always incorporate sufficient analysis to pinpoint the means of improving pupils' attainment. On the other hand, this regularity of monitoring the quality of teaching provides a helpful contribution to the sound strategies that the school adopts in managing the performance of teachers and setting them appropriate targets.
67. Planning for school improvement is good. Each subject manager and leader of other aspects of the curriculum carries out an annual review of the development and progress of their area of responsibility. These reviews and subsequent action plans contribute significantly to the school's planning for development and improvement. The current improvement plan reflects accurately the school's priorities. The objectives are clear, actions are carefully sequenced and monitored and goals are measured against suitable criteria for success.
68. The assessment of individual pupils' progress is undertaken regularly in the core subjects of English, mathematics and science. The tracking of pupils' short-term and annual progress is undertaken well. It is beginning to be used comprehensively to determine pupils' long-term progress, to indicate trends and to identify clearly those pupils who unexpectedly deviate from their track record. The outcomes of this analysis of pupils' performance are used well to arrange pupils into groups of pupils of similar attainment in numeracy, for example. It is not yet used with sufficient precision to identify the strengths and weaknesses in pupils' learning to enable teachers, in their planning of lessons, to help pupils overcome their difficulties. The management and co-ordination of work and assessment for pupils with special educational needs and of those pupils for whom English is an additional language,

especially those who are at the early stages of learning English, are effective. Specific grants are used well for their intended purposes. The systematic identification and monitoring of very high attaining pupils are unsatisfactory.

69. The number, experience and qualifications of teachers are well matched to the needs of children in the Foundation Stage and of pupils in Years 1-6. Staff have a clear understanding of their roles and responsibilities. The extra teachers provided from the ethnic minorities achievement grant are deployed effectively in helping those many pupils who are at early stages of learning English. The learning mentor, whose post is funded from the local education action zone, is deployed appropriately in helping particular pupils overcome their barriers to learning. Very good arrangements are made for the induction of staff, especially for newly qualified teachers. The classroom support assistants are suitably qualified and work closely with teachers in helping pupils with special educational needs and those with English as an additional language. Administrative support staff are efficient in assisting the headteacher in the daily management of the school and provide a very friendly welcome to pupils, parents and visitors. The site manager and staff work hard and successfully to ensure a clean, safe and tidy environment both within the building and the school's grounds.
70. The buildings generally offer good provision for the teaching of the curriculum. Classrooms are adequate in number and most are of sufficient size and appropriate design for the number and ages of the pupils. The two halls are used well for PE and assemblies. In addition there is a dining room. By staggering breaks and lunchtimes, the playground is just sufficient for pupils' outdoor play. The school lacks a good library and the range of books available to pupils is not sufficient to help them develop well their skills in independent learning. In contrast, the school has a very good computer suite and a separate music room. Learning resources are good overall (and often very good for practical subjects such as art, music and ICT) and are used well in the teaching of the curriculum.
71. The governors and headteacher effectively and efficiently manage the school's finances. They are well informed on matters of income and expenditure. Spending is carefully aligned to the school's priorities for improvement. Good use is made of the expertise of the office manager and an LEA finance officer in the preparation of a budget and its day-to-day tracking of spending. Income from specific grants is used appropriately for its designated purposes. A recent audit of the school's systems and practices in managing its budget revealed only minor, readily rectifiable, criticisms of procedures. The school applies well the principles of best value to its spending. Overall, this school serves its community very effectively and continues to provide very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. The school already achieves high standards in very many aspects of its work. To improve and build further upon the very good quality of education that pupils already receive, the governors and senior management of the school should:
 - (1) ensure that the planning identifies clearly how subjects, especially English, will contribute to the provision of a wider range of reading and more opportunities for writing independently for pupils in Years 3-6 (paragraphs: 7, 11, 12, 25, 70, 106, 108);
 - (2) formalise their current monitoring and evaluation of the quality of teaching more rigorously, to further improve its impact on pupils' learning, by ensuring that:
 - lesson plans specify more precisely how the needs of individuals or groups are to be met and assessed;
 - subject-specific vocabulary is understood well enough for pupils to use it confidently, especially those at early stages of learning English;
 - teaching methods and organisation are more appropriately matched to all pupils' learning needs; and
 - teachers use their daily on-going assessments of pupils' attainment and progress more consistently to pinpoint, and plan for, pupils' learning in the next lessons (paragraphs: 17, 24, 26, 32, 33, 52, 66);

- (3) formalise the procedures and practices for assessing and recording what pupils know, understand and can do in subjects other than English, mathematics and science. Use this data more systematically to analyse long-term trends in pupils' progress and to clearly identify areas of strength and weakness in their learning (paragraphs: 8, 54, 68).

In addition to the key issues above, other less important weaknesses should be considered for inclusion in the school's future plans for action. These are indicated in paragraphs: 13, 16 and 35, 22 and 40, 23 and 37, 27, 58 and in subject sections.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	105
Number of discussions with staff, governors, other adults and pupils	54

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	22	47	33	2	0	0
Percentage	1	21	45	31	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50	548
Number of full-time pupils known to be eligible for free school meals		130

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		221

English as an additional language	No of pupils
Number of pupils with English as an additional language	476

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	66
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	1.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	40	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	30	31
	Girls	33	35	34
	Total	64	65	65
Percentage of pupils at NC level 2 or above	School	86 (85)	88 (81)	88 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	30	31
	Girls	32	26	30
	Total	64	56	61
Percentage of pupils at NC level 2 or above	School	86 (75)	76 (88)	82 (82)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	36	33	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	26
	Girls	24	18	25
	Total	43	37	51
Percentage of pupils at NC level 4 or above	School	62 (75)	54 (56)	74 (70)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	25
	Girls	26	21	24
	Total	45	40	49
Percentage of pupils at NC level 4 or above	School	65 (78)	58 (66)	71 (75)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	33
Black – African heritage	5
Black – other	28
Indian	220
Pakistani	137
Bangladeshi	3
Chinese	3
White	68
Any other minority ethnic group	51

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	23.6
Number of pupils per qualified teacher	23.2
Average class size	30.5

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	245

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	16.6
Total number of education support staff	3.5
Total aggregate hours worked per week	122.5
Number of pupils per FTE adult	7.7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	1226014
Total expenditure	1252639
Expenditure per pupil	2160
Balance brought forward from previous year	56773
Balance carried forward to next year	30148

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	628
Number of questionnaires returned	169

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	4	1	0
My child is making good progress in school.	53	44	2	1	0
Behaviour in the school is good.	49	46	4	0	1
My child gets the right amount of work to do at home.	33	38	13	5	10
The teaching is good.	63	31	4	0	1
I am kept well informed about how my child is getting on.	47	42	8	2	1
I would feel comfortable about approaching the school with questions or a problem.	63	30	2	2	3
The school expects my child to work hard and achieve his or her best.	60	36	2	1	1
The school works closely with parents.	43	47	6	2	2
The school is well led and managed.	54	37	2	0	7
The school is helping my child become mature and responsible.	52	42	4	1	1
The school provides an interesting range of activities outside lessons.	47	36	5	4	8

Other issues raised by parents

There were additional comments from parents on seven of the 169 questionnaires returned.

There was almost universal praise for what the school provides. In particular, parents like the climate for learning and the harmony between pupils from such wide cultural backgrounds. Despite all that is done to try and involve parents in their children's learning (fully reported in this inspection) several of them would like to know more about how well their child is doing and what they can do to help.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

72. Children enter the Foundation Stage in the nursery at three years of age and continue into reception classes when they begin the term of their fifth birthday. In this very large school, there are 147 children in nursery and reception classes. The nursery has 52 part time places and twenty full time places; reception classes have 76 children. Teachers ensure that full time children in the nursery are sufficiently involved in a range of different activities during both morning and afternoon sessions. Activities and materials reflect the diverse range of cultures and faiths and give positive reinforcement to all. Parents appreciate how well children settle into school and progress through these early years.
73. The last inspection reported a positive view of nursery and reception classes. Strengths have been maintained with significant improvement in outdoor provision for the nursery. The school has also improved the curriculum for reception classes by adopting the national foundation stage guidance. The reception classes have adopted more appropriate practices and routines developed over the last year and there are clear plans for further improvement. The separate outdoor play area planned for reception children is eagerly awaited. Accommodation for reception children is well organised and uses every space to its best advantage, including the use of the music room and the hall in main school.
74. When they start in the nursery, children's attainment is below average and well below in the levels of language that can be expected. Over the last two years, half the children entering the nursery came with English as an additional language. Of these, two thirds started nursery with very limited or no English. Nursery staff thoroughly assess children on entry, including levels of English, and the support staff work effectively with children according to their specific needs, whether settling in or acquiring language. After making good progress in the nursery almost a half of the children entered reception classes able to converse well in English. A significant number of children, however, still lack confidence and fluency in using English. Although they continue to make good progress, this has a significant effect on their attainment, particularly in communication, language and literacy attainment. Assessment of children's progress across all the areas of learning is generally good and used well. In reception classes, however, this does not always identify sharply enough the individual child's next needs in learning to write.
75. Overall, children make good progress during their time in nursery and reception. They make very good progress in the nursery and make good progress in reception classes. Their best achievements are in personal, social and emotional development and in creative development. In these areas of learning children exceed the expected standards by the end of the reception year. Although they make good progress and achieve well from their low levels of attainment on entry, by the end of the Foundation Stage, skills in speaking and listening, reading and writing remain below expectations. In mathematical development, physical development and knowledge and understanding of the world most children achieve the expected levels.
76. Teaching is good overall and very good in the nursery. The whole curriculum includes all the six areas of learning and emphasises independence through offering a good range of activities that are always available and made easy for children to select. The teaching provides well-planned, structured play that supports children's learning very well. Role-play, based on themes, is used to develop key skills. For example, the current themes are 'Antarctica' in reception classes and 'Houses and Homes' in the nursery. Good planning ensures that all children are well supported to make the most of all the planned provision. Some activities are available all the time for children to select and work independently. At other times adults are involved in direct teaching and working with large and small groups. Support staff effectively help children to learn, particularly with the acquisition and development of English as an additional language.
77. A significant strength of this stage of learning in the school is the excellent teamwork. The whole team show a clear understanding of the planned curriculum, the themes and the focus and ensure that

individuals and groups have well targeted work based on the assessment of their next learning needs. All staff have a good understanding of the nature and needs of children between the ages of three and five. This enables children to make good progress in their skills, knowledge and understanding across the curriculum through appropriate provision. Resources in each of the six areas of learning are very good and used well to enable children to learn early skills, gain confidence through practising and extending their learning. Adults prompt and challenge children appropriately in their play. Good teaching ensures that children of different ages and abilities have equal access to the curriculum and so an equal chance of making progress. Children in nursery and reception for whom English is an additional language quickly acquire a basic knowledge of key words and understand enough to be able to join in the same tasks as the rest of the children in the classes and make equally good progress overall. Similarly, children with special educational needs are well supported and make steady progress.

Personal, social and emotional development

78. The personal, social and emotional development of the children is very good. All children are on course to achieve expected levels by the end of the reception year and many are likely to exceed them. This is because the learning environment has a proper emphasis on and gives all children the best opportunities for, development across all the areas of learning. Children develop very positive attitudes to school, to learning, to each other and towards themselves and their differences. They understand what is right and wrong in a variety of situations, for example, in the care of musical instruments and taking turns in small group activities. They learn to become independent and develop confidence, for instance, in choosing activities, dressing and undressing for outdoor play and physical development and by working in unfamiliar rooms in the main school for music, PE and on occasions special assemblies.
79. They learn to discuss feelings, such as, happy, sad, cross, frustrated and successful with adults. There are many examples of children taking the initiative in choosing activities, offering ideas and starting conversations. One boy, unable to make a visitor understand, became very frustrated, persisted in repeating his question and was eventually helped in Urdu to explain his ideas. When the message was understood the response was a relieved, large smile. Children persist in seeing activities through to their, or their teacher's, satisfaction whether constructing with wooden blocks, attempting to sink inflated balloons (with much glee), doing puzzles or when writing. Because many children take some time to settle into school routines and are using English as an additional language, their achievement is a testament to the good teaching they receive. Stories and interesting displays captivate the children and they show wonder as, for example, they try to see stick insects among branches.
80. Teaching in this area of learning is very good. Story books are used very well to illustrate and discuss feelings and ways of behaving, for example, in learning to share things. Interesting displays captivate the children. Teaching staff skilfully establish very good relationships and, as a team, give a good model. Children are welcomed warmly by name at the start of sessions. High expectations of behaviour are clearly explained, using first languages where necessary. As a result, children are happy, confident and secure and enjoy coming to school. They understand the routines and are eager to learn. All children learn how to form good relationships, to share and use equipment carefully, to play alongside one another and respect differences in cultures and beliefs.

Communication, language and literacy

81. A significant number of children begin nursery with language skills that are well below average. They make very good progress in the nursery and good progress in the reception classes. Nevertheless, by the end of the foundation stage, skills in speaking and listening, reading and writing remain below expectations.
82. In the nursery, children listen well to stories, become very involved in the plot, although, when they attempt to recall the story, a significant number are unable to express themselves confidently. Many respond in single words rather than sentences. In the reception classes, children express themselves adequately but many demonstrate a limited vocabulary. For example, during a guided reading session

one child named a shed as a cupboard. In reading, nursery children enjoy sharing books with adults and with one another. They handle books correctly and show interest in the illustrations. Some higher attaining children know that the author is the person who writes the book.

83. Reception children understand that words convey meaning. Most can identify some letter sounds and about one third have begun to recognise a few familiar words. Children are encouraged to improve their reading by taking books home to share with their parents. In writing, nursery children enjoy mark making, for example, when they write about their homes. In the reception classes, average and higher-attaining children begin to copy below adults' writing, while a few write some simple words independently. Children's work indicates that, in some cases, those of average ability have not achieved as well as might be expected. This is due to the lack of consistently planned activities that are directly appropriate to their needs, based on previous assessments.
84. Teaching is mostly good. Relevant elements of the literacy framework are used effectively in the reception classes. In all classes teachers talk constantly with the children, developing their powers of self-expression through good questioning and the introduction of new words. Staff work together most effectively as a team and resources are used well to capture the children's interest, for instance, during a story nursery children were totally enthralled by puppets used to tell the story. Lessons are generally well planned and children of all abilities usually make good progress, including those with special educational needs. Children for whom English is an additional language also receive good support and make equally good progress.

Mathematical development

85. During their time in nursery and reception children are given many opportunities to become confident and competent in their mathematical learning, including the use of appropriate computer programs. These include activities and direct teaching of counting, sorting, matching, finding patterns, working with numbers, shapes and a variety of measures. As a result children learn the key skills and begin to use them confidently. For example, in reception some children can count to and back from 10 confidently. One girl using a 100 square could name numbers to 39. By the time they leave reception most children are achieving what is expected. The youngest children enjoy joining in with number songs and rhymes, many can count beyond 5, recognise up to 10 and are beginning to make marks or use fingers to represent numbers. In practical work and discussion they use and practise the correct vocabulary to describe sorting, matching and counting.
86. They show an interest in shape and space, for instance, by selecting blocks with a variety of shapes they use them imaginatively to build taller or longer buildings and to enclose space. Many children at each age use language well to accurately describe heavy, light, tall and short, below and above. Children in reception use well-organised role play on the theme 'Antarctica' to count and measure 'penguins' to help them learn the language of height and length. Children thoroughly enjoy the activity and because it is purposeful, interesting and exciting to work as scientists, they also record their findings well and later order and label 'penguins' as short, tall, taller and tallest and record the count of those under or above the water. The teacher, on this occasion, concentrated on children speaking English as an additional language as a group, and individually, to ensure levels of understanding were assessed and followed up.
87. Teaching is good, providing rich opportunities and good understanding of this area of learning. Good planning ensures that understanding is developed orally through stories, action songs and rhymes, games and imaginative play, including books displaying tall and short, and those showing pattern in artefacts of a range of cultures. Questioning is good as it enhances children's learning and extends it. For example, children building with large Lego blocks were joined by an adult who challenged them to show her which tower was the tallest. There is a good balance of teaching directly, providing the correct vocabulary and of allowing children to explore and develop their mathematical understanding through construction play. Sand and water play are used well to develop their understanding of capacity. Children are given continual opportunities to acquire and use new vocabulary. Work discussed is often presented in graphical form allowing further discussion and consolidation of learning.

Knowledge and understanding of the world

88. Children make good progress in their knowledge and understanding of the world through many well-planned activities, which are usually linked to a topic or theme. For example, during the inspection activities were linked to the topic of 'Antarctica'. Good use was made of the outdoor play area as children became enthusiastically involved in their role-play of mounting an expedition to Antarctica. They demonstrated a growing interest in the wider world as they discussed clothes that would need to be worn in a cold climate and the different animals that might be seen. Children use magnifying lenses to study ice as it melts and observe how balloons filled with water become solid when frozen.
89. All children gain an awareness of the cultures and beliefs of others, as was evident when nursery children sampled Chinese food in the celebration of the Chinese New Year. Children develop fine control skills well when cutting or sticking or when using construction apparatus to make recognisable models. Reception children confidently use computers to assist them in other areas of their learning, for instance, they used the mouse to direct the cursor when drawing long and short lines in mathematics. Higher-attaining children print their work independently. At the end of the reception year children achieve the level expected in this area of learning. This provides a good foundation on which to build the later subjects of science, design and technology, information and communication technology, geography and history.
90. Teaching is good. Children are provided with a wide range of materials and experiences and encouraged to talk about or to paint and draw what they see. Staff have established very good relationships with the children and they are managed well to ensure effective learning. As with other areas of learning the support staff make an important contribution to the good progress that is made. They are well briefed and when working with groups of children they intervene very appropriately to challenge thinking and extend learning.

Physical development

91. Children benefit from the opportunity to use the secure outdoor play area, which is well resourced with a good range of outdoor play equipment such as sit and ride toys. This equipment effectively assists in the development of co-ordination and balance. Nursery children control these toys well as they negotiate the painted cycle track, showing awareness of space and of other children. Reception children develop physical skills successfully during sessions in the hall. They move with confidence and safety as they experiment with different ways of moving and demonstrate increasing control as they practise throwing, catching and bouncing balls.
92. Teaching is mostly good and children achieve well in this area of learning. By the time they are ready to start Year 1, most have attained the expected standards. In the hall, lessons are well organised and teachers demonstrate high expectations in the provision of challenging activities. Lessons are well planned to promote new skills and children work hard, enjoying the praise and encouragement they receive.

Creative development

93. Within a rich environment, children have very good opportunities to develop creatively and expressively through music, imaginative play, role play, art and dance. They have a very good range of activities allowing them to respond using all their senses. Children with special educational needs are well supported and resources from other cultures motivate different ideas and responses from all children. Progress in this area is good and children are well on target to exceed the expected levels by the end of the reception year.
94. They develop skills, knowledge and understanding by exploring colour using paint, a range of mark makers, materials such as dough, fabrics, coloured water and computer programs. In outdoor play children enjoy working with large rollers on wallpaper. They make collage using a variety of textures and shapes and make large and small models in two and three dimensions. They talk about texture as they look at displays made of wood and dress up using a range of materials and clothes from different cultures. Children are developing their imagination well, by using a very good variety of role and small

world play. For example, in the house building area children working side by side using tools and construction blocks talked through their learning: "this is where people come through"... "this will be bigger now and safer".

95. In music, the youngest children identify and name percussion instruments by their sound. They make sounds using instruments properly, by tapping, scraping and shaking, changing from fast to slow, loud to soft. In reception children exceed expectations. They keep a steady beat and play together whilst following a story. Across nursery and reception children enjoy singing a good range of songs from memory. In one activity in the nursery, for instance, five children created the effect of a Chinese dragon using fabric and their body movements. Good teaching encouraged them to follow the music and make coordinated swaying movements. Later, in reception, a similar group were 'visiting' various role play areas following a special assembly for Chinese New Year.
96. Teaching is good. The whole team understand this area of learning and provide a very good range of opportunities for children to choose and work independently. Children are also taught directly in music and art. Staff support and involve themselves well in child-chosen activities. This is successful in that it prompts further learning without taking over.

ENGLISH

97. By the end of Year 2, the percentage of pupils reaching at least the basic standard of Level 2 in the 2001 reading tests was close to the national average for all schools and above average when compared with schools in similar social circumstances (as measured by pupils' eligibility for free school meals). The percentage of pupils reaching Level 2, or above, in the writing tests was also close to the national average for all schools and above the average for similar schools. During recent years, results have improved steadily in both reading and writing. Girls do better than boys, especially in writing.
98. The percentage of pupils who achieved at least the basic standard of Level 4 expected of 11 year olds in the 2001 national tests towards the end of Year 6 was well below the national average for all schools and was below average compared with similar schools. When compared with what they had achieved at the end of Year 2, pupils made good progress in Years 3-6 and their attainment was above average. Based upon 'average points' scored by all pupils, including those with special educational needs, attainment was well below the national average and below the average for similar schools. In recent years, results have been erratic. They were above average in 1999 but declined significantly by 2001. Girls usually do better than boys, especially in writing.
99. In current work, pupils' attainment by the end of Year 2 is in line with what is expected of seven year olds and by the end of Year 6 is below what is expected of 11 year olds. Attainment is below average overall. Standards are better in classwork than in the national tests because of the mobility of a significant number of pupils in Years 3-6, whose slow progress in reading and writing pulls down their performance in national tests. During lessons, however, good teaching enables many of them to complete their work successfully.
100. Pupils with special educational needs make sound progress towards the targets in their individual education plans. Those pupils with English as an additional language (the majority of pupils in this school) make sound progress in both Years 1-2 and in Years 3-6. Those pupils taught by staff funded from the ethnic minorities achievement grant (EMAG) make satisfactory progress in relation to their levels of fluency in the English language.
101. Pupils' listening skills are developed well throughout the school and are above average. They generally listen attentively to staff and peers in whole class and small group activities, when, for example, they discuss features of stories or other texts. Pupils usually concentrate well in activities such as guided group reading or writing. Their listening skills contribute significantly to the quality of their learning.
102. Pupils' speaking is broadly in line with what is expected of both seven and 11 year olds. A minority of both younger and older pupils are articulate speakers who express themselves clearly and, when required, expand their answers confidently. Several pupils confidently ask questions about the topic

under discussion when, for example, they learn about pronouns or when contributing to a discussion of the roots of words. Teachers use subject vocabulary accurately and most pupils understand and use it appropriately. Occasionally pupils who speak little English do not always understand the vocabulary of the subject; for example, 'character profile', 'in sequence' and teachers need to adapt the words they use accordingly.

103. By the end of Year 2, pupils' reading is close to the national average for the majority of pupils. Those in Year 1 learn to read simple sentences and texts accurately. They recall earlier reading, recognise familiar words and learn to use phonics (sounds) to build up words such as 'pig'. Pupils in Year 2 use pictures and sounds as cues when reading, they read simple fiction and non-fiction texts with interest and learn terms such as 'contents' and 'index'. Pupils read accurately, but not always fluently, when reading aloud as a class. Most pupils in Year 2 know the terms 'fiction' and 'non-fiction' but do not talk confidently about favourite stories.
104. Pupils' progress in reading is recorded well in Year 1; other reading records in classes throughout the school are satisfactory with some good recording by individual teachers. Most records do not include pupils' or parents' comments, nor contain comments about the strengths and weaknesses of pupils' reading.
105. By the end of Year 6, pupils' attainment in reading is below average, although a significant minority are good, fluent, readers of challenging texts such as 'Children of the Blitz'. Most read appropriate texts independently and accurately but do not discuss their preferences confidently or talk about a range of texts or authors knowledgeably. They use dictionaries and thesauruses appropriately, although some dictionaries are unsuitable for the activity, for example in work on derivations of words. Several older pupils are not confident in distinguishing fiction from non-fiction nor in their description of how to locate books in libraries. There is little evidence of pupils being taught to use books to find information. This is a weakness of the English curriculum. During a lesson for pupils in Year 6 they used books having too much visual information for comprehension which is inappropriate and unchallenging. Pupils in Year 5 read as a class accurately and with adult support discuss well features of texts in their reviews of books. They are not yet secure, however, in their understanding of more complex texts. Pupils in Year 4 talk enthusiastically about favourite books, mostly Harry Potter, and indicate preferences as to the genre or type of book they enjoy. Pupils in Year 3 discuss quite well the differences between traditional story language and modern book language. The choice of books is too limited for independent reading throughout the school.
106. Writing standards are close to the national average by the end of Year 2 for the majority of pupils. Those in Year 2 learn well how to use pronouns in sentences for instance. Higher-attaining pupils use 'Dreamwriters' competently to word-process their character profiles. They have experience of simple bookmaking; for example, zig zag books and different genres such as letters, postcards and playscripts. These higher-attaining pupils are good writers, achieving high standards in extended writing with interesting and complex content. Pupils in Year 1 learn to write sentences independently and accurately and to write instructions, captions and labels. A few individual writers produce very good stories and 'books'.
107. Pupils' attainment in writing by the end of Year 6 is below average mainly because pupils are given too few opportunities to write independently. Many teachers do too much for pupils, doing all the thinking for them. They model aspects of writing during introductions to lessons and pupils then do the same work on their own; this limits progress and attainment. Pupils in Year 6 have experience of writing simple playscripts and reports. They identify clearly the past tense or flashback techniques in story writing and have recently completed a successful autobiography or biography project. Pupils in Year 5 explore enthusiastically the 'thriller/chiller' genre; for example, using 'Goosebumps' books they learn to write notes but this is at an early stage of development. They are beginning to adapt their writing for different audiences. Pupils in Year 4 learn about the order of words and prepare recounts of events in writing. In Year 3 pupils learn about adjectives, but this is done mainly by filling in blank spaces to make complete sentences. It is sometimes unchallenging work. They can plan the plot of a story but even higher-attaining pupils do not always sequence events correctly.
108. Occasionally pupils are given too much help with spelling; for example, words are given to them prior to, or during, their writing and this makes pupils too reliant upon their teachers. Some staff do all the

corrections for pupils when marking work and this does not encourage pupils to learn spelling patterns themselves, particularly in Years 3-6. Staff provide regular spelling tests but success in the tests does not always transfer to pupils' independent work. Pupils in Year 2 learn to spell simple words such as 'torn' and to use long vowel words such as 'make' and their attainment is average. Pupils in Year 1 readily learn to recognise and remember the structure of consonant-vowel-consonant words such as 'van' or 'peg'; most spell a number of simple common words accurately.

109. Pupils in Years 3-6 are generally confident in spelling basic words but not as successful with more complex words; their attainment is below average. During a lesson for pupils in Year 3, work on syllables was a repeat of what they had done in Year 2. Much of the writing in Year 3 is copy writing and this gives too few opportunities for pupils to consolidate their spelling. Equally, pupils in Year 6 and Year 5 have to repeat earlier work such as the use of prefixes. These factors explain, in part, why the general level of attainment in English is below average.
110. Standards of handwriting are above average by the end of Year 2 and Year 6, particularly in pupils' handwriting books. By the age of seven, pupils form letters accurately and legibly and their joined writing is developing well. By the age of 11, pupils' handwriting is fluent, many with an attractive style; older pupils use pens appropriately. The presentation of some work, however, is untidy. A significant minority of older pupils still find it necessary to do handwriting exercises. Since the last inspection, standards in listening and handwriting have improved but standards in reading and writing in Years 3-6 have fallen. Standards in the other aspects of English have been maintained.
111. The Literacy Hour, Booster literacy classes and Early Literacy Strategy are implemented well. Teaching is good, overall, in Years 1-2; it is very good in a minority of lessons where teachers use very good questioning techniques, have developed very good relationships with pupils and ensure that all pupils are involved in the learning. Lessons proceed at a good pace. Teaching is satisfactory overall in Years 3-6. It is good in a significant minority of lessons. In such lessons teachers focus pupils sharply on the learning intentions, they expertly lead a detailed examination of texts and handle group reading sessions efficiently. The small amount of unsatisfactory teaching was due to unchallenging work that was below pupils' stage of development, and activities were very similar for all pupils, whatever their learning needs. Occasionally the teacher's control of pupils was not effective.
112. Throughout the school, teachers handle whole class activities well and use subject vocabulary confidently. A number of plenary sessions were too short for pupils to reflect on and consolidate their learning. Pupils use a word-processor well in ICT lessons to present their writing in interesting and attractive ways. Low-attaining pupils use programs that effectively help them to understand the meaning of sentences in English. Marking is up to date but does not always give enough guidance to help pupils improve their work. Teachers make good on-going assessments of pupils' attainment during lessons but in several classes this is not used well enough in the planning of subsequent lessons to improve their learning. Pupils' attitudes and behaviour are very good in almost all lessons. The two subject managers are comparatively new to the roles and have begun to develop them well. Their monitoring of lesson planning and of the quality of teaching is at an early stage of implementation but has the clear potential and commitment to improve pupils' achievement.

MATHEMATICS

113. The proportion of pupils who achieved the basic standard expected of seven year olds in the 2001 national tests at the end of Year 2 was below the national average. It only needed three more of the 74 pupils entered to achieve the basic standard for the results to match the national average. The proportion achieving the higher Level 3 was close to the national average. Results over recent years have improved steadily. Pupils' overall attainment is close to average when compared with schools in similar social circumstances. Boys and girls do equally well.
114. The proportion of pupils who achieved the basic standard expected of 11 year olds in the 2001 national tests at the end of Year 6 was well below the national average. The proportion who achieved the higher levels was below the national average. When compared with what they had achieved at the end of Year 2, pupils made good progress and their attainment at the end of Year 6 was close to the national average. By the same measure, the proportion who achieved the higher levels was well above

average. Based upon the average points scored by all pupils, the school's results were well below the national average for all schools and close to average when compared with those of schools in similar social circumstances. The overall trend during recent years, although a little erratic, is steadily upwards in line with the national trend; girls have done a little better than boys overall.

115. As a result of effective teaching, pupils, the majority of whom have English as an additional language, make good progress throughout Years 1 and 2 so that, by the end of Year 2, the standard of most pupils is at the level expected of seven year olds. At this age pupils show a good understanding of, for example, numbers to 100 and higher. They develop successful methods of mental calculation when adding and subtracting numbers, usually arising from the extensive use of the 100 square from which they identify patterns when, for instance, adding 10 successively to a given number. They learn to solve appropriate problems in everyday settings that involve money or measures with a level of success that largely matches their understanding of English. Most pupils have a firm knowledge of the names of common shapes and their elementary properties. Highest-attaining pupils are sometimes given more challenging work. For example, one group in a class of pupils in Year 2 were asked to investigate how many different shapes they could make using four square tiles, then using five tiles, and so on. By the end of the lesson they began to realise the need for a way of recording their findings systematically. Occasionally, however, opportunities to extend their thinking are missed.
116. By working through carefully structured practical activities, pupils make good progress throughout Year 1 and quickly acquire a firm understanding of counting and ordering appropriate ranges of numbers. Many of them are confident about numbers to 100. Their confidence is boosted by short, daily sessions of mental work, conducted at a brisk pace, during which pupils learn or consolidate appropriate basic knowledge to the level expected. During one such session, for instance, pupils learned to count in twos, using a 'number stick'; one pupil described clearly his (correct) way of thinking: "when you were on 10, I counted 3 more (marks on the stick) then it would be 16".
117. Pupils with special educational needs respond positively to the very good support they receive from their teachers and classroom assistants and make good progress. In one class of pupils in Year 1, for instance, where half the class have special educational needs, well planned practical work, conducted at a brisk pace, where both teaching method and content were carefully matched to the needs of the pupils, enabled those with special educational needs to complete work similar to the rest of the class. By the end of the lesson they proudly contributed to the "I can do" board.
118. Pupils' progress in Years 3-6 is sound and their attainment overall is in line with the standard expected. The methods of teaching prescribed by the National Numeracy Strategy are used effectively, often with considerable success, by teachers throughout the school. The benefits of these methods are clearly evident by the time pupils reach Year 6 where the higher-achieving pupils are taught by the deputy headteacher, whilst the three class teachers share the remaining pupils, including a small set of low attaining pupils from Years 5 and 6. These arrangements allow, by skilful teaching, higher-attaining pupils to achieve impressive speed and accuracy in mental mathematics and high levels of mathematical thinking. For example, this set of pupils displayed their confidence in handling numbers during the start to a lesson where, given the number 1.76, they were required to write down eight facts each involving this number, inside two minutes. Their wide-ranging responses revealed a good grasp of notation and an understanding of basic operations, for instance, $1.76 = 0.88 \times 2$; $1.76 \div 100 = 0.0176$; $1.76 > 1\frac{3}{4}$.
119. Meanwhile, the other pupils in Years 5 and 6 make satisfactory progress, with many making good progress, in confidently handling numbers. For instance they generally learn well to multiply and divide appropriate numbers. Occasionally, the pace of lessons is too slow and the teaching lacks sufficient clarity to enable all pupils to understand, with the result that they lose interest. Pupils with special educational needs and those whose attainment is low generally make satisfactory progress. They consolidate well basic number facts, often by using resources that help them build their understanding in practical ways. For example, a class of lower-attaining pupils learned to successfully handle positive and negative numbers by relating the ideas to rise and fall of temperatures, including those below zero. Equally another such group used cardboard boxes, which they opened out, to help them visualise how two dimensional shapes form three dimensional objects.

120. Pupils in Year 3 make satisfactory progress overall while those in Year 4 make good gains in their knowledge and understanding of the subject. Occasionally, pupils in Year 3 who are in the early stages of learning English do not make the progress they should because they do not understand the questions, or they misunderstand an earlier stage in a process having several steps and their teacher has not checked their understanding at each stage. In contrast the higher-attaining pupils in Year 4, for example, gained confidence, at a brisk pace, in learning to count on, and back, from a given number in twos, fours, fives and tens.
121. By the end of Year 6, a majority of pupils achieve the standard expected of 11 year olds. They generally have a ready recall of basic number facts, perform accurately the standard methods of calculation and develop efficient strategies for doing appropriate mental calculations. They apply such knowledge to problems in everyday settings very well, knowing when to multiply and when to add for instance. Pupils' basic knowledge of shapes with two and three dimensions is satisfactory. Their understanding of the expected methods of representation and interpretation of data in graphs is sound. Although no work on probability was seen during the inspection, teachers' planning indicates that pupils will gain a firm intuitive understanding of this aspect of mathematics. Pupils' achievements in the national tests are impeded by a significant minority of them making extended visits to the country of their family heritage, the relatively high mobility of pupils in Years 3-6 and their consequent low command of English. During lessons, however, the good teaching enables such pupils to complete their work successfully.
122. Pupils' response to the teaching they receive is very good. They have very positive attitudes, are willing to work hard and, on the whole, present their work neatly. They are eager to answer questions and explain their ways of working out mental calculations. Behaviour in lessons is very good. Pupils form constructive relationships with their teachers and their peers and enjoy sharing humour.
123. Teaching is good overall. In about one lesson in five it is very good and a little is excellent. The best teaching occurs in Years 1, 2 and 6. In these lessons good subject knowledge, combined with high expectations of what pupils can do, ensured that lessons were very well planned and included highly effective teaching methods, conducted at a cracking pace. For example, in a class of pupils in Year 1, their task was to find pairs or trios of numbers that add up to 10. Levels of difficulty and the choice of resources and methods of teaching were carefully matched to pupils' attainment. The fast pace and the teacher's enthusiasm combined with the above factors to enable pupils to enjoy their learning and successfully gain confidence in handling numbers. Equally, a class of pupils in Year 6 consolidated effectively their understanding of division of one number by another. Their teacher's high expectations of them had been established by the fast pace of mental work at the start of the lesson and this, combined with good questioning such as, "Talk me through this part...." or "Tell me why....", enabled pupils to enjoy learning the subject matter successfully.
124. Teachers' expectations and planning overall reflect a sound knowledge of the National Numeracy Strategy. The setting arrangements allow much of the subject matter and methods of teaching to be suitably adapted to the needs of most pupils in a class. Occasionally, however, planning to meet pupils' specific learning difficulties is not good enough and the progress of such pupils is slower than it should be. In one class of pupils in Year 6, for instance, whose general level of attainment was lower than average, several pupils lacked access to resources that would help them to understand the process of division.
125. Teaching methods and classroom organisation are strongly influenced by the guidance given in the national strategy. Lessons are clearly divided into the recommended three parts and appropriate activities are included. Teachers give clear starts to lessons, explaining the purpose and their expectations of pupils. In most lessons teachers take particular care to ensure that pupils understand the meaning of the subject vocabulary. Introductory activities successfully include those designed to improve pupils' confident recall of number facts and increase their strategies of mental calculations. Occasionally, in a few classes, this could be done at a faster pace and require more accurate explanations of their thinking from pupils. Equally, more challenging questions for the highest attainers are not provided sufficiently often. Teachers use ICT to effectively help pupils to learn aspects of the subject. For example, pupils in Year 4 write sequences of instructions to draw

geometrical shapes on a computer screen, giving them a better insight into the angle properties of shapes. Equally, lower-attaining pupils improve their confidence in basic numeracy by the judicious use of suitable programs.

126. The stage of lessons where pupils work independently or in groups is conducted effectively. Tasks are clearly explained and are usually well matched to pupils' rate of learning. Occasionally the pace of lessons is not brisk enough when pupils do not have specific times during which to complete these tasks. Teachers quickly identify errors and deal effectively with misunderstandings or half-remembered knowledge. Plenary sessions are generally used well to sort out misconceptions, allow pupils to explain their work to the rest of the class and to consolidate learning.
127. Homework is generally used well to enhance pupils' learning. Teachers have calm and effective ways of managing the behaviour of pupils very successfully. The assessment of pupils' progress is done in a variety of helpful ways and generally used well to influence planning. The recording of each pupil's progress is done well. The subject has a good range of resources and ICT is used occasionally to successfully enhance learning. Leadership and management of the subject are good. The two subject managers are keen to enthusiastically promote higher standards in mathematics. They have made a good start to monitoring and evaluating the quality of teaching and learning. They promote effectively ways of drawing parents into their child's learning. Since the last inspection the good quality teaching has been maintained and pupils' standards of numeracy have improved.

SCIENCE

128. Teachers' assessment of standards at the end of Year 2 in 2001 indicated that the overall level of pupils' attainment was well below average at Level 2 or above and at Level 3. This was largely due to pupils' lack of understanding of the vocabulary used in the subject.
129. The proportion of pupils who achieved the basic standard of Level 4, or better, expected of 11 year olds was well below the national average despite three quarters of pupils achieving that standard. About a quarter of pupils achieved the higher level but this was below average. Based upon average points scored by all pupils, the results were well below average compared with all schools and close to average in comparison with those schools in similar social circumstances. Based upon what they had achieved in Year 2, pupils in Year 6 made good progress and their results were close to average. The overall trend during recent years is gently upward in line with the national trend. Generally, girls do a little better than boys.
130. As a result of good teaching the current work of pupils in Year 2 is broadly in line with the standards expected of seven year olds and that of pupils in Year 6 is at the standard expected of 11 year olds. Standards are average overall and are the same as reported in 1997. Pupils make good progress as they move through school including those pupils with special educational needs and those with English as an additional language, especially when they are supported in smaller groups by an extra teacher or classroom assistant.
131. Planning for science is on the basis of a two-year cycle. The school has adopted the nationally recognised scheme for science. Teaching of science is good throughout the school. A third of lessons observed were very good. This level of teaching has a positive impact on pupils' learning. Teachers' plan clearly, identifying specific learning objectives for each lesson. These plans are carried through well in lessons and pupils make good progress as a result. Teachers have a very good knowledge of science and their methods of teaching are generally good. They teach the meaning and use of scientific language carefully and as a result pupils use these scientific terms accurately.
132. The majority of teachers are very good at developing pupils' experimental and investigative skills during lessons and their teaching methods in this aspect of the subject are good. In some lessons, however, teachers do not provide sufficient opportunities for pupils to experiment with scientific ideas. Pupils' skills in predicting, putting forward hypotheses and testing these out could be improved. In one lesson, the teacher told pupils too much and led them to conclusions by closed questions and this restricted pupils' opportunities to pursue scientific enquiry. The management and organisation of pupils are good in all lessons. Teachers make good use of science resources, and those they

prepare themselves, in lessons. Assessments are made at the end of each unit of study and levels of attainment are recorded but this is not done consistently by all teachers. Assessments of pupils' progress in lessons are not regular or rigorous enough to ensure that future planning meets the needs of pupils more accurately. By teaching 'to the middle' the needs of both lower and higher attaining pupils are not met sufficiently well and they do not make the progress they could.

133. Pupils in both Year 1 and Year 2 gain a sound understanding of materials and their properties. Pupils in Year 2 understand the differences between natural and man-made materials. They learn how some natural materials can be manufactured into products for use in their homes. Teachers' very good knowledge of materials and their properties helps pupils to learn effectively. Pupils make sound progress in learning about animals and their habitats, but there is little evidence of higher attaining pupils reaching above average levels in this particular area of study. Pupils in Year 1 make good gains in developing their experimental and investigative skills. For example, in one lesson they tested different textiles for their waterproofing properties. In setting up their experiments, to protect their toy bears with different textiles, these pupils were introduced to the concept of a fair test. The progress made by all pupils was good and by the end of the lesson most pupils had achieved high levels of understanding of the importance of prediction and observation in experiments.
134. Pupils in Year 3 and Year 4 show good gains in their understanding of such things as insulators and conductors. Most pupils in Year 3 develop their investigative skills well. Those in Year 4 make good progress in, for example, their study of food chains and food webs. Pupils of all abilities achieved well as a result of the work being well matched to their needs. They build up a good knowledge of herbivores, carnivores, omnivores, predators and prey within food chains. They show a good understanding of the conventions used in moving from the bottom of the food chain to the top and how arrows are used to indicate the steps. By the end of one lesson on this aspect of science most pupils attained above the levels expected of them.
135. Pupils in Year 5 and Year 6 extend their knowledge of life cycles. From the very good review at the start of one such lesson for pupils in Year 6 most of them revealed a good understanding of the main organs of flowering plants and the process of pollination and fertilisation. In their study of the life cycle of mammals these pupils build well on their confident use of scientific language and use terms such as 'gestation' and 'embryo' correctly in describing the life cycle. Higher attaining pupils are given opportunities to research into other life cycles on the internet. For instance they successfully obtained information on the life cycle of a salmon using an appropriate website. Other uses of ICT enabled pupils to study, for example, the acoustics of the hall and the effectiveness of using a microphone to overcome these problems.
136. Pupils across all age ranges and abilities develop well their literacy skills in discussions, where they speak about their findings from experiments. They listen with interest to their teachers and each other in all lessons. Written reports on their findings are good. The written work from a significant minority of pupils in Years 3 and 4 however, is not always as neat or well presented as it should be. In contrast the work of the older pupils is, in the main, very well organised and presented. Mathematical skills of measurement are used effectively by Year 6, for example, the use of newtonmeters to measure force. Graphs are also used well to show, for instance, the different levels of echoing in various parts of the school, as pupils study sound and its effects.
137. Pupils' attitudes and behaviour in lessons are always good or better. They show enthusiasm, listen attentively to their teachers and apply themselves well to tasks set. As a result they make good progress. They concentrate and co-operate sensibly when working in pairs or in small groups.
138. The recently appointed subject manager has already identified the need to lift the levels of achievement in 'scientific enquiry' as well as ensuring scientific language is clearly explained in lessons. She identifies pupils who need additional support and those who have the potential to raise standards higher. In this endeavour 'booster classes' have been arranged for Year 6 pupils and a weekly science club has been organised. Resources are generally good.

ART AND DESIGN

139. Standards and teaching have improved since the last inspection, although the strength rests within Years 3-6. Three lessons only were seen. From these and a considerable amount of work displayed around the school, pupils' sketchbooks and conversations with pupils and teachers, standards in each year group exceed what can be expected. By the age of seven they are above expectation and by the age of 11 they are well above what is expected of this age. Pupils, including those with special educational needs, make good progress in art as they move through school. In Years 3-6, many pupils make very good progress and produce some outstanding pieces of work.
140. Pupils' work shows a growing understanding of colour, line, tone, shape, pattern, form and space. Work in three dimensions, for example, in designing and making masks, was well taught and pupils made good progress in the project. Pupils use sketchbooks regularly to collect, record and explore aesthetic ideas, using these to develop work in subsequent lessons. They know about the work of a range of artists and craft workers from different times and cultures, for example, Monet, Picasso and William Morris and use this knowledge to improve their techniques. Some excellent work was seen which began with a study of William Morris, leading to observational drawings of high quality which were then developed into designs and hand painted on fabric with hand-stitched detail.
141. Work is often based on different cultures, for instance, Indian, Aboriginal and Greek. Pupils learn techniques well and use them with care to improve their work. For example, work of very high quality was produced by studying shade, form and tone, using pastel and charcoal. From a study of pattern and shape, based on fruit, pupils used coloured pencils to complete work to an equally high standard. In their landscape work they used colour mixing to depict shade and brushstrokes to show depth and distance. The school also uses portraiture in all years to allow pupils to use a range of techniques and media.
142. The quality of teaching is good overall, it is very good in Years 3-6 where very effective use is made of a specialist teacher and the guidance given to other teachers. A period of further specialist provision is being funded by the EAZ next term. A strength of the teaching lies in the teachers' subject knowledge, interest and enthusiasm, particularly evident in Years 3-6. This contributes very well to the good progress pupils make as they build on previous skills, knowledge and understanding. This ensures that work is consistently demanding. A specialist art teacher adds rigour and works on projects with year groups, mainly with older pupils. The whole school planning ensures a very good in-depth coverage of the subject, which is taught rigorously and with consistently high expectations. Lessons are very well organised and planned, allowing pupils to learn to use a range of techniques accurately and carefully. Teachers and pupils work with an extensive range of high quality media and materials, including ICT programs that enable them to enhance their designs of posters, for instance, or to add pictures and animation to 'Powerpoint' presentations. As a result of using this good range of resources, pupils enjoy their work in art. They concentrate and work hard.
143. Art is valued in the school. Displays around the school are consistently of very high quality and make a positive contribution to pupils' expectations and developing understanding of design. Art is developed well across the curriculum and makes an important contribution to other subjects. For example, in history pupils produce high quality observational drawings of artefacts and they design drawings for later work in design and technology. Older pupils have a good range of extra-curricular opportunities, which are very popular. Additional projects with a local high school, visits to the Lowry Centre and visiting artists extend and enhance the art curriculum. Children are proud that their work using mosaic was laid at the Lowry Centre.
144. Leadership and management of the subject are good. The subject manager is rightly proud of the standards pupils attain. Although assessment records are maintained, they are not rigorous enough to enable pupils to have a clearer understanding of what they know, understand and can do and of how they can improve their work.

DESIGN AND TECHNOLOGY

145. Provision for design and technology is good and pupils achieve the standards expected of them. Almost all pupils reach the expected levels at ages seven and 11. Standards have been maintained since the previous inspection. Pupils are offered a good range of tasks that enable them to make good use of the plan, do and review sequence that underpins the design process.

146. In Years 1 and 2, pupils successfully follow the design process from the original idea to the finished product. A display of finger puppets eloquently demonstrated the translation of pupils' early drawings into the finished products. Pupils demonstrated good progress in the development of skills as they went on to design glove puppets. They paid thoughtful consideration to their designs and handled scissors and pencils skilfully as they drew round templates. In making their puppets they displayed good sewing skills.
147. Pupils use a range of tools safely and with accuracy; they develop well the skills of design and making as they go through the school. For example, pupils in Year 4 produce cards with a pop-up, sliding or pivoting mechanism, while in Years 5 and 6, pupils employ the principle of a cam to make toys move. By Year 6, pupils follow instructions, make suitable choice of materials and give due thought to the suitability of an article for its intended purpose. Pupils have limited experience, however, of using information technology to refine and extend design ideas. There are good links with other areas of the curriculum, for instance, pupils use their understanding of how to provide strength to structures when they design and build Tudor houses as part of the history topic.
148. The quality of teaching is consistently good; some is very good. Teachers show good subject knowledge as they build effectively on previous learning. They extend pupils' thinking very well through good use of questions and the direct teaching of skills. This was evident in a lesson where pupils were using their knowledge of mechanisms to make a book for younger children. The lesson was very well planned and organised with good use of resources and time so that pupils remained interested and worked with enthusiasm and concentration. Pupils with special educational needs and those for whom English is an additional language were well supported and made very good progress, as did higher attaining pupils who were well challenged by the teacher's high expectations. Effective control of pupils and very good relationships with them characterise all lessons.
149. The subject manager is knowledgeable and committed and has presided over the successful implementation of initiatives to improve provision in the subject. For example, a nationally recommended scheme of work is now being well used to guide planning throughout the school. A recently introduced ICT initiative is beginning to improve the opportunity for older pupils to use this technology in their work and is about to be extended to younger pupils.

GEOGRAPHY

150. Pupils achieve the standards they should and seven and 11 year olds meet expectations in their knowledge and geographical skills. Progress is satisfactory overall. Standards have been maintained since the previous inspection.
151. By the age of seven, pupils have made satisfactory progress in their acquisition of geographical skills. They learn about their local area, locating key buildings and features. They compare Trafford with a different environment through a visit to local woods, listing the differences between the town and country, such as a scarecrow and an office block. Teachers' planning indicates that pupils learn about other countries through the travels of the class bear, "Barnaby". This is a good technique for helping pupils familiarise themselves with the major countries of the world and find them on maps. Pupils look at maps of their local area and draw simple plans of their routes from home to school.
152. By the age of 11, pupils have sound geographical knowledge. They use atlases and world maps of varying scales, from local street maps to maps of Britain and the world. They locate key features such as mountain ranges, major cities and rivers and locate different climate types. In Years 3 and 4, pupils make detailed maps of their local area, using colour keys to denote services such as shops and the school. Pupils use data on climates competently to compare different locations, such as the comparison of the rainfall between Ladakh and New Dehli. They effectively build up their knowledge of geographical vocabulary and increase their knowledge of environmental issues as they move through the school. For example, in writing about the water cycle and describing the course of a river, a higher attaining pupil in Year 6 confidently and knowledgeably referred to "precipitation", "estuary" and "tributary". Pupils effectively develop their understanding of environmental issues. This was evident when pupils in Year 6 discussed the effects of pollution on the river Severn. Pupils use ICT

appropriately to assist them in their geographical investigations, but it is insufficiently used to sort, query and present information.

153. Teaching and learning are satisfactory overall; no unsatisfactory teaching was observed. In the lessons where teaching is good, pupils are managed very well. Teachers have a clear understanding of what they want the pupils to learn and use time and resources well to provide effective learning. Pupils are well motivated. They settle quickly on the set tasks, work co-operatively in groups and maintain a good work rate. Good use is made of geographical vocabulary and the teachers build well on previous learning. In some lessons, however, all pupils are given the same activity regardless of their ability. Pupils with special educational needs and those with English as an additional language receive appropriate support, which enables them to make sound progress. The lack of specific challenge for higher attaining pupils, however, sometimes limits their progress in the development of geographical skills.
154. The school has reorganised its provision for the subject since the last inspection, and is currently using the nationally recommended guidelines, which have improved the progressive development of skills. The subject manager provides effective support and has a clear understanding of future priorities. He is aware, for example, that assessment procedures have yet to be implemented which identify individual pupils' skills.

HISTORY

155. Attainment at ages seven and 11 is in line with national expectations. Standards have been maintained since the previous inspection and pupils have a better understanding of history, largely due to improved planning and the provision of more frequent opportunities for historical enquiry. Throughout the school all pupils, including those with special educational needs and those with English as an additional language, make sound progress in their knowledge and understanding and in their development of skills.
156. In Years 1-2, pupils gain a basic understanding of the passage of time as they compare photographs of themselves now with when they were babies. Seven year olds accurately sequence the events in a story, such as The Gunpowder Plot. They learn about famous people of past times, such as Guy Fawkes and understand how their actions have affected the present. Pupils visit a local museum as part of their study of the Victorian era and have a good understanding of living conditions of the era. This was evident in the work of a higher-attaining pupil who wrote most convincingly of life as a maid in a Victorian household. During a lesson for pupils in Year 2 they enjoyed observing and drawing unfamiliar Victorian artefacts and had animated discussions as to their purpose.
157. Eleven year olds gain a sufficiently broad view of history through studies of The Tudors, the Victorian Age and Britain since 1930. Their general knowledge of these periods is at the level expected. For example, they know the kings and queens of the Tudor period, understand the difference in living conditions between rich and poor and can explain the reasons for The Reformation. Pupils are familiar with other civilisations, such as the Ancient Greeks. The majority of pupils develop effective skills in historical enquiry as they recognise the value of historical sources in providing information about people and events. All pupils use computers to obtain information about topics and are beginning to use a variety of other sources to good effect. For example, pupils study two opposing accounts of the character of Queen Elizabeth I, before offering their own opinions on which one they believe to be more correct. Opportunities for pupils to undertake independent research into topics of their own choice are, however, too limited. The subject makes a good contribution to other areas of the curriculum. For example, pupils' development of their skills of observational drawing is evident in their high quality drawings of artefacts.
158. The quality of teaching and learning has improved since the previous inspection and is good. Teachers make good use of resources; teaching methods gain the attention of pupils and they conduct lessons that build effectively on what pupils already know. Most lessons are well planned to include the opportunity for pupils to experience relevant historical enquiry. For example, pupils in the mixed age class from Years 5 and 6 investigated the similarities and differences between the reigns of Elizabeth I and the Mogul Emperor Alibar The Great. They successfully identified and recorded the

main characteristics of each ruler before engaging in thoughtful discussion about who was the most successful ruler, based on the evidence to hand. Throughout the school pupils are interested and enthusiastic about their work. They respond to lessons positively and complete written work carefully. They enjoy and gain valuable experience from frequent visits to local places of historical interest.

159. The subject manager is enthusiastic and committed and provides good support for colleagues. She has successfully adapted a nationally recommended scheme of work to meet the specific needs of the school. Learning resources have been improved since the last inspection to include more historical artefacts and are now good. The subject manager is aware of the need to establish effective procedures for assessing pupils' progress in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

160. Standards of attainment are above those expected by the ages of seven and 11. This is an improvement since the previous inspection when standards were judged to be above those expected nationally by the age of seven and similar to those expected nationally by the age of 11. Since then the national requirements have become more demanding. Pupils already have higher standards than those previously required. All pupils, including those with special educational needs and pupils for whom English is an additional language, regardless of age, use different equipment and explore computer programs confidently.
161. By the age of seven, pupils have gained a good range of ICT skills. For example, they log on to the computer network unaided and open a program by finding and clicking onto an icon on a display page. They have good control of the mouse, when, for instance, using a paint program to create a pattern. Pupils use a simple word processor, editing their writing at an appropriate level. They add speech bubbles to a seaside scene, such as 'I am going to get an ice-cream'. They use a simple graph program to show their favourite colours and the types of houses in which they live. They understand the importance of and complete the process of closing down correctly, having saved their work. They enjoy using the computers and behave well in the computer suite. They take turns and share their experiences with each other well. Pupils also use a tape-recorder to record and operate listening centres to listen to taped stories.
162. By the age of 11, pupils extend their skills in a wider range of applications to an impressive level. For example, they explore the internet to find information about, for instance, Queen Victoria or the island of Mauritius. They competently put together a slide presentation using 'Powerpoint' about a subject of their choice such as 'Keeping Fit' adding text, pictures, sound and animation. A girl included a bar chart showing the ages of people in her family in a presentation entitled 'All about me'. She also added arrows to each slide so that the next slide would be shown after clicking on the arrow. Pupils improve their competence in word processing. They know how to set a heading, align their work and change fonts and colours. They use bullet points when listing instructions for making a pizza, for instance. They design posters and cards incorporating text and pictures and adding a border. This furthers their understanding of how to present information in different ways to suit an audience.
163. Pupils in Year 4 write sequences of instructions to control the movement of a screen turtle to draw, for example, geometrical shapes. This supports well their learning of geometry in mathematics. Occasionally pupils have the opportunity to use a digital camera to record pupils' work in other subjects such as design and technology. In an assembly led by pupils in Year 5, they used a microphone to overcome the acoustic problems of the hall so that the audience could hear clearly. It is evident from teachers' planning that a range of ICT equipment is used on different occasions to support learning for pupils of all ages, such as, programmable toys and equipment to control events. Pupils with special educational needs and those for whom English is an additional language throughout the school make the same very good progress and attain similar standards to others.
164. The quality of teaching is good overall. Teaching in all lessons is at least satisfactory and about 70 per cent is good. This is an improvement since the previous inspection when teaching was judged to be satisfactory overall. All teachers demonstrate at least satisfactory and often good subject knowledge, which means that tasks are well thought out and pupils know exactly what they are supposed to do. Good use is made of illustrations, for example, a teacher of pupils in Year 6 asked

two of them to talk about and demonstrate their slide presentation on their chosen topic of 'Transport' using a large 'Smart Board' that all could see very clearly. Those watching were then asked to comment critically on what they had been shown so that the two boys could refine their presentation in order to improve it. The teacher asked all pupils to analyse their own slide shows and improve them during the lesson by refining or adding to them. Pupils respond very well to challenges such as this. At the end of the lesson they know how they have improved their ICT skills. In almost all lessons pupils are well prepared for the work they are to do before they enter the computer suite. They know with whom they will work in advance and there is no fuss or wasted time when they move from whole class teaching to work in pairs or individually at the computer. They are very enthusiastic.

165. All teachers have high expectations of pupils' behaviour and that they will work with a high level of concentration. As a result, behaviour and levels of application are never less than good and pupils make good progress in lessons where teaching is good and satisfactory progress where teaching is satisfactory. In those lessons where additional teaching support or a classroom support assistant is available, their effective deployment enables pupils to make good progress. In a lesson with a mixed class of pupils from Years 1-2 another teacher provided good support for a small group of pupils who were at an early stage of learning English and ensured that these pupils learned at the same rate as other pupils. The consistent overall quality of teaching and learning enables all pupils to achieve very well, given their level of attainment on entry to the school.
166. Teachers take opportunities to use ICT to support learning in other subjects. Pupils in Year 5 and Year 6, for example, learn that sound can be collected and processed by computer. They use a computer to compose their own music and record the results on a CD. Lower-attaining pupils in Year 3 used an appropriate program to improve their ability to recognise numbers to 10. In a science lesson for pupils in Year 6 they used the internet to find examples of life cycles. A pupil in Year 4 with special educational needs used a program to reinforce his comprehension skills during a literacy lesson. He read simple questions and then used the 'drag and drop' facilities to put the correct answers in the appropriate space. In another literacy lesson in Year 4, the pupils listened attentively to a taped summary of a football match to consolidate their learning about the key features of a 'recount'. The after school club provides opportunities for pupils to use ICT to reinforce and extend their knowledge and understanding in mathematics. This is equally popular with boys and girls who enjoy problem solving challenges, such as, finding a three digit number randomly generated by the computer. The use of ICT to support learning is an aspect of teaching that the school is promoting.
167. The subject is led and managed very well by the two subject leaders. Both are very clear about their roles. They have a very good knowledge and understanding of the strengths of the subject and areas for development. The scheme of work follows the latest national guidance to ensure that there is continuity and progression in pupils' learning. The EAZ has provided training for staff and technical support for the computer network. A more formal system of monitoring the quality of teaching would help to raise standards to the benefit of the pupils and the school recognises this.
168. The good assessment procedures in Year 1 and Year 2 are being refined and extended. The assessment procedures in Years 3-6 have some good features such as the check-list of word processing skills. These checklists are not, however, always updated with sufficient regularity. The portfolios of annotated work throughout the school are valuable in enabling the progress of all pupils to be tracked and so inform subsequent planning. There has been a very significant improvement in the resources for information and communication technology since the previous inspection, most notably the high quality facilities in the computer suite. This has enabled the school to raise the standards of attainment, particularly in Year 3 to Year 6.

MUSIC

169. Music is a strength of the school. Pupils throughout the school attain standards well above what is expected for their age. They achieve very well because of the high quality opportunities provided for them to compose and perform their own music. This is a significant improvement on the last inspection in both the attainment of pupils and the quality of teaching. Pupils make very good progress including those with English as an additional language. Those with special educational needs make good progress and enjoy making music.

170. The well-planned curriculum ensures that all pupils take part in a regular programme of very good musical opportunities. Visiting specialist teachers for pupils aged 7 to 11 enhance and extend both learning and attainment through instrumental tuition for brass and string. Pupils listen to, appreciate, enjoy and explore a wide range of music including that of different cultures and rap poetry. During lessons they are always actively involved in creating music, listening to, and improving their performance. In Years 1-2, younger children sing tunefully with a sense of shape and melody and perform simple patterns and accompaniments keeping to a steady pulse. They choose sounds, and order and reorder them to improve compositions, reading their own notations. For example, in Year 1 pupils competently fit a rhythm over a steady pulse. Older pupils in Years 3-6 combine sounds, demonstrating expression, and improvise and talk convincingly about the effects of their compositions. They work well together maintaining their own part, while understanding the whole composition and offer ideas for improvement. Because they have a firm foundation, they can lead, perform solo, provide rhythmic support and evaluate and improve on their performance, often based on their own compositions. The oldest pupils can interpret collected sounds, compose and record using a computer to produce a CD. This provides further work for subsequent lessons.
171. The teaching of music in this school is impressive. It is essentially taught by class teachers, guided by a commercial scheme and the use of excellent resources. A specialist teacher, funded by the EAZ, has made a distinctive contribution in helping the school to improve the quality and standards of music. A very well equipped music room is used by all classes from reception to Year 6. All lessons seen were demanding and motivating – the knowledge and enthusiasm of teachers motivates a very good response from pupils across the school. In all lessons children and pupils consolidated skills, understood more and were ready to move to the next stage. Pupils in Year 1 loved the challenge in their teacher's comment "this will be hard". Pupils look forward to music. Their attitudes are very positive, they work hard and purposefully, are eager to improve and they attain high standards.
172. Records are maintained in line with the school scheme. Given the success in this subject, it would be worthwhile, in achieving excellence, to add more rigour in assessing, monitoring and recording what pupils know, understand and can do more systematically in order to give teachers a more accurate assessment on which to base next learning. Leadership and management of the subject are very good. The subject manager is rightly proud of the school's achievements in music. He is enthusiastic and has clear plans for development, for example the project for this year is to incorporate ICT into music, already showing success with Years 5 and 6.

PHYSICAL EDUCATION

173. Attainment matches that which is expected nationally for pupils aged seven and 11. All pupils, including those with special educational needs and those who speak English as an additional language, make good progress overall. The school has maintained the good standards identified in the previous report. During the inspection it was possible to observe only dance and games in Year 1 and Year 2 and games and gymnastics in Year 6. The long-term planning indicates that the programmes of study of the National Curriculum are covered over the year as a whole. Pupils in Year 2 have a good understanding of mirroring the movements and body positions of a partner. They listen to a poem attentively and use this as a stimulus to move in an imaginative way. For instance, two boys incorporated cartwheels and forward rolls into their sequence of movements. A specialist teacher, funded by the EAZ, has worked with teachers to help raise standards.
174. When throwing and receiving or bouncing a ball most pupils have good hand and eye co-ordination. When passing a ball to a partner using their feet, however, they have less control and are less accurate. By Year 6, pupils demonstrate improved ball control, for example, they move a ball round the hall using hockey sticks with a satisfactory level of close control. They have a growing awareness of tactics, for example when attacking or defending and apply these tactics in team games. In gymnastics pupils perform well a sequence of movements that incorporate different body positions and a strong balance. They vary the speed of the movements. They also work well with a partner so that one mirrors the movements of the other. All pupils are able to observe others and make constructive criticisms that lead to a higher quality of work by both the observed and the observers as they refine their sequence of movements.

175. The school meets the National Curriculum requirements in relation to swimming by making provision in both Year 3 and Year 4. By the end of Year 4 just over half of the pupils swim at least 25 metres and all have a growing understanding of water safety. Whilst this is above what might be expected for their age group, since there are no further organised opportunities to make more progress in swimming, the standards of attainment are below what is expected for the age group by the end of Year 6.
176. Pupils have good attitudes to physical education and a good awareness of the need for safety. A class of pupils in Year 6, for instance, was very impressive in the safe way pupils took out and returned agility mats. Behaviour is never less than good and is sometimes very good.
177. The quality of teaching is satisfactory overall and some of it is good. The good lesson in Year 6 had a high level of safety awareness and very clear explanations so that pupils always knew what they were doing and why. The management of pupils was very good and was based on the high quality of relationships between pupils and between pupils and the teacher. The teacher's high expectations of both their behaviour and concentration enabled the lesson to flow at a very good pace. Pupils were chosen carefully to demonstrate their sequences of mirror image movements. The requirement that pupils should observe others and then apply what they had seen to refine and improve their own performance enabled them to be well aware of what they had learned by the end of the lesson. A pupil with a statement of special educational need made the same good progress in the lesson as other pupils because the teacher made good use of the radio link and frequently ensured that the pupil was facing him when he was giving instructions so that she could lip-read as well. Where teaching was satisfactory the pace of lessons was slower and expectations of what pupils could achieve were lower. As a result pupils made less progress in the lessons, though it was still satisfactory.
178. Extra-curricular provision continues to make an important contribution to pupils' personal and social development as well as their physical development. Pupils have the opportunity to participate in football, cricket, netball, athletics, dance and judo. Through links with the County Cricket Club some pupils have benefited from professional coaching. The scheme of work, based on the latest national guidance, is the focus for curriculum planning and ensures that there is continuity and progression in pupils' learning. The subject is led and managed well. The manager has a clearly defined role and is well qualified. The school recognises the need to review both procedures for monitoring the quality of teaching and for assessing and recording pupils' progress.

RELIGIOUS EDUCATION

179. Only three lessons were observed during the inspection. Additional evidence is drawn from the analysis of pupils' work, scrutiny of planning and discussion with staff and pupils. Standards in religious education are broadly in line with those expected by the local Agreed Syllabus at the end of Year 2 and of Year 6. Standards have been maintained since the previous inspection. The amount of time given to the teaching of religious education in lessons is below that normally found in primary schools but it is supplemented well by the high quality of assemblies celebrating many aspects of different faiths and the very good quality displays that show many of the traditions of these faiths. The school provides a centre for Muslim pupils to attend assemblies during religious education lessons. Approximately one third of the pupils attend these assemblies organised and run by a leader from the local mosque. This facility is valued highly by the community and the school has been praised for this provision.
180. Pupils in Years 1 and 2, develop a sound knowledge and understanding of the practices and traditions of Islam. Pupils of all levels of ability and those at the early stages of learning English as an additional language have good opportunities to share in these lessons and they achieve well. For example, a Muslim pupil in a lesson for those in Year 1 showed her prayer mat to the class and explained when it was used. All pupils marvelled at its beauty of colour and symmetrical design and gained further knowledge about Islam. In a lesson for pupils in Year 2 they learned how Muslims fast during Ramadan and how, when the fast is over they start the celebration of Id-ul-Fitr, the festival that celebrates the breaking of the fast. During this lesson pupils were given an opportunity to reflect on different religious beliefs and were guided in how to show respect for each other in a multi-cultural community. Pupils do not write or record new knowledge because the short lesson does not allow

adequate time for this and strategies to overcome this need to be sought. Nevertheless, by the end of Year 2, pupils have attained standards in line with expectations.

181. Pupils in Years 3-6 develop and extend their previous knowledge and understanding of Islam. By the end of Year 6, pupils show a good awareness of the Five Pillars of Islam and their significance to Muslims. They gain a fuller understanding of the Hajj pilgrimage to visit the Ka'bah at Makkah, the birthplace of Mohammad. Pupils develop their literacy skills well. For example, they act as reporters visiting Makkah; one pupil reported, " In the pilgrims' courtyard is the Ka'bah, which is a black cloth which has been embroidered in gold thread. In one corner of the Ka'bah is the black stone which has fallen from heaven." Other pupils write letters to young Muslims to support them on their fasting during Ramadan.
182. Pupils learn about Islamic food and drink and know that 'haram' means forbidden and that 'halal' is allowed. In other lessons, pupils in Year 6 gain a sound knowledge and understanding of Sikhism. They understand the symbolic relationship of the Sikh flag and the Khanda and its significance to Sikhs. Pupils learn about Guru Granth Sahib, the Sikh holy book as well as the Gurdwara, the Sikh place of worship. In a study of Christianity, pupils show a good understanding of the Bible stories of Moses and of Jonah. Pupils are given further opportunities to develop their literacy skills in relating these stories. Pupils of all ability levels make good progress and achieve well.
183. Pupils' attitudes in religious education lessons are always good. They are keen to share first hand experiences and to explain any special items they possess. They show respect for the different faiths they study. Teachers stress the importance of tolerance and respect for different beliefs.
184. Teaching was good overall in the three lessons observed. Teachers have a good knowledge of the subject matter they teach and make good use of a variety of high quality resources during lessons. They involve all pupils in discussions, giving good opportunities to pupils to explain their own faiths during lessons. Lessons in Years 1-2 focus on discussion. The subject co-ordinator gives a good lead to her colleagues. She plans work to cover the six main faiths. This meets fully with the requirements of the locally Agreed Syllabus. The school is used by the LEA as a beacon of good practice for teaching religious education. The resources to support teaching and learning are good and there is a wide range of items from the six main faiths on display for all pupils to observe and learn from. At present there is no assessment system in place to indicate the progress and achievement pupils make. This is an area for the school to address.