

INSPECTION REPORT

WHARTON PRIMARY SCHOOL

Little Hulton, Worsley

LEA area: Salford

Unique reference number: 105987

Headteacher: Mr Daniel Norkus

Reporting inspector: Steve Bywater
18463

Dates of inspection: 18th to 21st February 2002

Inspection number: 196015

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Rothwell Lane Little Hulton Worsley Manchester
Postcode:	M38 9XA
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Lesley Hopwood-Ryan
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Steve Bywater 18463	Registered inspector	Mathematics Information and communication technology Music	What sort of school is it? How high are standards? How well are pupils taught?
Colin Herbert 09652	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with its parents? How well is the school led and managed?
Tess Galvin 21020	Team inspector	English Art Foundation Stage	
Derek Pattinson 19120	Team inspector	Science Design and technology Geography Physical education Special educational needs	How good are curricular and other opportunities?
Jo Mitchell 27477	Team inspector	Art History Religious education Equal opportunities	How high are standards? (attitudes and behaviour)

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Little Hulton, close to the Bolton boundary with Salford. There are 287 pupils (137 boys and 150 girls) on roll aged between 3 and 11 years. The school is larger than other primary schools and somewhat smaller than it was at the time of the previous inspection. Attainment on entry to the school is well below average. The majority of pupils who attend the school live in the close vicinity in a community that faces many of the issues associated with areas of deprivation. This is reflected in the proportion of pupils entitled to free school meals (40 per cent), which is well above the national average. An important issue to note is the high mobility. Last year 24 pupils joined the school at various times throughout the year while 35 left. Very few pupils are from ethnic minority groups and all of these pupils speak English fluently as their first language. There are 63 pupils on the school's special educational needs register; the percentage is above that found in most schools. The majority of pupils with special educational needs have learning difficulties. Five pupils have a Statement of Special Educational Need; this is about average for the size of the school. Children enter the nursery class after their third birthday and they move to the reception classes in the September of the academic year in which they are five.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features, especially in the very good attitudes and behaviour of pupils. Its strengths far outweigh the weaknesses. Children get off to a flying start in the nursery and they make good progress overall throughout the school from a very low base. In comparison with similar schools in 2001, standards achieved by 11-year-olds in English were above average, and in mathematics and science standards were average. Overall, the teaching is effective and supported by good leadership. The school provides good value for money.

What the school does well

- Teaching is good and most pupils make good progress throughout the school.
- The leadership and management of the headteacher and governors are good.
- Pupils have a very good attitude to learning and behave well.
- Relationships within school are very good.
- The school is a caring community, which promotes moral and social development well.
- Parents hold the school in very high regard.

What could be improved

- Overall standards in the infant classes and in reading and writing throughout the school.
- The progress of higher attaining pupils, particularly in the infant classes.
- The use of information and communication technology in all subjects.
- The curriculum, where creative, independent and investigative skills are under-represented.
- Attendance rates, which are well below the national average.

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 improvements in dealing with the issues raised in the last inspection in 1997. It has made especially good progress in raising attainment of the children under five in the nursery. The school has worked hard to improve standards in some subjects by raising teachers' expectations, introducing clear planning and assessment arrangements and improving resources. Progress has been less prominent in music and design and technology. The headteacher has reviewed the roles and responsibilities of all staff in order to promote stronger and more effective leadership of school improvement and this has proved successful. The role of the governing body is much clearer and governors now effectively fulfil their responsibilities in monitoring of school development. The one area that still needs attention is the need to promote more rigorously the spiritual development of the pupils.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	E*	D	B
Mathematics	C	E	E	C
Science	C	E	E	C

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

The table shows that in the 2001 national tests for 11-year-olds, pupils' performance in English was below the national average; in mathematics and science it was well below the national average. In comparison with similar schools, standards were above average in English and average in mathematics and science. The E* for English in 2000 shows that the school was in the lowest 5 per cent in that year. The school has improved its performance over recent years in line with the national trend. The full range of inspection evidence shows that the attainment of children on entry to the nursery is well below the level normally expected for their age with very few children achieving highly. In the nursery class, children make very good progress in all areas of learning. Progress is slower in the reception class in some areas of learning. By the time children reach Year 1, their attainment is in line with the nationally expected standard in creative, physical, and personal social and emotional development. In communication, language and literacy, mathematical development and in knowledge and understanding of the world their attainment is below standards expected for their age. Pupils make satisfactory progress overall in Years 1 and 2 but higher attainers could do better. By the age of 7, standards are still below national expectations in English but they are in line with national expectations in mathematics and science. Pupils make better progress in the junior department and although English standards are below national expectations at the age of 11, standards are in line with national expectations in mathematics and science. In information and communication technology (ICT), standards at the age of 11 are below national expectations because pupils do not apply their skills with computers independently enough to reach the levels expected. However, standards in ICT are average at the age of 7 years. By the ages of 7 and 11, the standards of pupils' work in design and technology, geography and history are similar to those found in other schools. Although standards in art are in line with expectations by the age of 7 years, by the age of 11 standards are below expectations. In physical education, pupils achieve at the levels expected for 11-year-olds. There was insufficient evidence available to judge standards in music throughout the school or in physical education at the age of seven. In religious education, standards are in line with local requirements.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about school and their attitudes are very good.
Behaviour, in and out of classrooms	Behaviour both in and out of lessons is good. Pupils are polite and friendly to visitors and their manners are good.
Personal development and relationships	Relationships throughout the school are good. By the time pupils leave the school they are becoming mature young people who are confident in their opinions and views.
Attendance	Unsatisfactory. Despite the school working hard to improve attendance, rates are well below the national average.

TEACHING AND LEARNING

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

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

Teaching is very good in the nursery. The teacher has high expectations and nursery staff provide a purposeful working atmosphere, which promotes the very good concentration and learning of the children. Staff in the nursery challenge children's thinking, imagination and use of vocabulary through interesting, practical and relevant activities. In the reception classes teaching is satisfactory. In the main this is because lessons do not always show clearly what is to be taught and learnt and the work is not always sufficiently challenging. Throughout the school, the teaching of literacy and numeracy is good overall but better in the junior classes than in the infant classes. Strengths include the way which teachers structure the different parts of the lesson carefully and make clear to pupils what they are to learn in the lesson. Another strength is the use of very good questions that probe and prompt pupils' understanding. An area for development is a consistent approach to marking. It does not always adhere to the policy and in some cases fails to challenge untidily presented work and provide appropriate comments on how pupils can improve. Some teachers promote well pupils' literacy and numeracy skills in other subjects, but this good practice is not consistent across the school. Teachers make insufficient use of computers. In most lessons teachers enthusiastically use good visual aids to enhance pupils' understanding. They use classroom assistants effectively to support pupils with special educational needs and, as a result, these pupils make satisfactory progress in all parts of the lesson. Most individual education plans and support plans (especially in the infants) are targeted carefully to help pupils to learn, but the quality and presentation of some plans in the junior classes are unacceptably varied. Most teachers use a wide range of successful strategies to motivate, involve and challenge pupils. However, teachers sometimes do not match work well to pupils' abilities in subjects other than English and mathematics, and this prevents them from making the best possible progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Pupils develop knowledge, skills and understanding in most subjects, but there are insufficient planned opportunities for the development of number, writing and ICT skills across the curriculum. Over-emphasis on English and mathematics for some pupils is hindering their development in subjects including music.
Provision for pupils with special educational needs	Satisfactory overall. Teachers make good efforts to support pupils and ensure that their contributions are valued and celebrated. At times, teachers do not always match work carefully to pupils' specific needs and the quality of some individual education plans needs improving.
Provision for pupils with English as an additional language	All pupils speak English fluently as their first language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Pupils' spiritual development is satisfactory and they learn and experience important values in human life. They need more time to reflect on their own thoughts. Provision for moral and social development is good. Learning mentors provide very good support for pupils who have behaviour problems and low self-esteem. Provision for pupils' cultural development is satisfactory, but pupils need more opportunities to learn about different cultures and customs.
How well the school cares for its pupils	Satisfactory overall. There is a strong commitment to the well being of pupils. There are positive features in the procedures to promote attendance and good behaviour. Assessment procedures are satisfactory and used carefully to prepare school targets, for tracking the progress of individuals and planning pupils' work in some subjects.

Parents and carers have a very positive view about the school. Their participation in the classroom is limited. In supporting pupils' learning at home, their contribution is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The effective headteacher provides clear educational direction to the school and he has been instrumental in developing a school ethos that strongly supports learning. Despite the problems of the split site, the commitment by all staff leads to a strong sense of teamwork.
How well the governors fulfil their responsibilities	Good. The governing body conducts its business efficiently and meets statutory requirements. Governors help to shape the direction of the school through their full involvement in development planning. They support the school well and have a satisfactory understanding of its strengths and weaknesses.
The school's performance	Good. It has successfully identified strengths and areas of development and has used the information well in drawing up the school development plan, but co-ordinators need to monitor more.
The strategic use of resources	Good. There is a clear link between development planning and finance. Priorities are entirely relevant to school. The headteacher clearly understands the principles of best value and these are at the heart of the financial planning process. The school provides good value for money.

The school is adequately staffed. Induction of teachers new to school is good and performance management has been fully implemented. Overall, accommodation and resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school and make good progress. The teaching is good and the school expects children to work hard and achieve their best. The school works closely with parents and they feel comfortable about approaching the school with questions or a problem. The school is well led and managed. The school is helping their children become mature and responsible. 	<ul style="list-style-type: none"> There were two areas where around 15 per cent of parents would like to see improvements. These were the amount of homework and the range and provision of extra-curricular activities.

Eighteen parents attended a meeting held with the registered inspector prior to the inspection and 127 parents and carers (44 per cent) returned questionnaires. The inspection team agrees that parents are right to hold positive views. The school has good leadership and management. Parents receive good information about the life and work of the school. Pupils have positive attitudes and values and their behaviour is good. The teaching is good and most pupils make good progress throughout the school. The inspection team feel that the school's provision for homework is sound and it supports the children's learning in class. Extra-curricular activities are similar to those found nationally with a suitable range of sporting and other clubs, but there is no after-school music.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the nursery class is well below that expected for children of this age, particularly in communication, language and literacy and mathematical development. This is because many children do not have the everyday vocabulary to describe their ideas and experiences clearly and confidently. Through good teaching children achieve well. Their achievement is very good in the nursery because of the very good teaching and it slows down in the reception classes where teaching is satisfactory. By the time children reach Year 1, their attainment is in line with the levels expected for their age in creative development, physical development, and personal, social and emotional development. In communication, language and literacy, mathematical development and in knowledge and understanding of the world their attainment is below the nationally expected standard. Although staff teach technical vocabulary well, for instance in mathematical development, a significant minority of children still do not have the everyday vocabulary to describe their ideas and experiences clearly and confidently.

2. Standards of attainment in the National Curriculum tests of 2001 were well below the national average by the age of 7 in reading and below average in writing. Compared with schools with a similar intake, standards in reading are average and above average in writing. The percentage of pupils reaching the higher Level 3 was very low (in the lowest 5 per cent of schools) in reading and below average in writing. By the age of 11, attainment in English was in line with the national average and above average when compared with similar schools. In the 2001 national tests in mathematics, 7-year-olds' attainment was close to the national average for the proportion achieving the expected Level 2, but above average when compared with similar schools. The proportion achieving the higher Level 3 was below the national average, but above average when compared with similar schools. In the tests for 11-year-olds, pupils' attainment was below the national average for the proportion of pupils achieving the expected Level 4, but average compared to similar schools. The proportion achieving the higher Level 5 was well below the national average and below average when compared with similar schools. There was no significant difference between the attainment of boys and girls. There are clear explanations why too few pupils achieved the expected Level 4 at age 11 and the higher levels at the ages of 7 and 11 compared with national averages. The reason for the standards being below the national average include:
 - pupils enter the school with low levels of language and mathematical skill (well below the national level expected);
 - there is high pupil mobility; the year group of 11-year-olds in 2001 had 25 pupils who had not been at the school when they were infants.

3. As a result of the appointment of the new headteacher and a very systematic approach taken by the English and mathematics co-ordinators, significant action has been taken and continues to be taken in order to raise standards. This includes:
 - the school has now successfully implemented the National Numeracy and Literacy Strategies;
 - all staff have received training and advice from consultants and the subject co-ordinators (both mathematics co-ordinators are leading mathematics teachers who work closely with the local education authority numeracy team);
 - pupils in the juniors are now taught in ability groups, which provides greater challenge and increased pace of progress for all pupils;

- the English and mathematics co-ordinators have undertaken subject monitoring including work scrutiny and analysis of the results of national tests and correctly recognised areas for development in the curriculum and in teaching;
 - teachers have access to improved resources;
 - teachers have developed their planning considerably to ensure clear structure and focus on learning objectives. There are still some areas for development, particularly in providing appropriate challenge for higher attaining pupils in the infants and ensuring work and support are well matched to below average attaining pupils in the juniors;
 - additional literacy support and Springboard Mathematics and booster classes are provided for pupils from Year 2 to Year 6 to enable children attaining below average to achieve nationally expected levels;
 - children have additional lessons outside the literacy hour in which pupils write at length;
 - gifted and talented pupils are identified and provided with additional classes following an enhanced programme to enable them to achieve higher levels.
4. In the 2001 teacher assessments in science, 7-year-olds' attainment was in line with the national average whereas at the age of 11 pupils' attainment in the national tests was below the national average with very few pupils achieving the higher levels.
 5. The school has set aspirational targets in mathematics and English for 11-year-olds. Although these are demanding, they are also within reach.
 6. Inspection evidence indicates that by the end of Years 2 and 6 standards in English are below the national average. This is a similar picture to the school's most recent National Curriculum test results. The large number of pupils who start or leave the school mid-year affects the school's test results significantly in Year 6. There are no significant differences in the achievement of boys and girls. In the main pupils' achievement is satisfactory by Year 2, from a below average starting point in Year 1. By Year 6 their achievement is good. Gifted and talented pupils make good progress because of the additional lessons they receive. These are funded by the Excellence in Cities Project.
 7. Standards in speaking and listening are below average, but teachers ensure all pupils are included fully in the many activities they provide to extend pupils' speaking and listening skills. Standards in reading are well below average. Some higher attaining Year 2 pupils read with expression and average attaining pupils use a range of strategies to read unfamiliar words. However, a significant minority of pupils are not supported in their reading at home. Teachers try to compensate for this, but the reading scheme books that pupils use in the classroom and take home to share with their parents at home do not reinforce pupils' enjoyment in reading that is evident in the literacy lessons. In Year 6, higher attaining pupils read with expression and understanding, average attaining pupils read with suitable fluency and accuracy and lower attaining pupils use a range of reading strategies to read the unfamiliar words they meet. Standards in writing are below average. In Years 1 to 2 teacher expectations of what higher attaining pupils can achieve are not high enough. Some teachers promote well pupils' literacy skills in other subjects, such as religious education and science, but this good practice is not consistent across the school.
 8. Inspection findings in mathematics show that the subject has improved significantly since the last inspection and standards are in line with national expectations by the ages of 7 and 11 years. Pupils achieve well overall considering their attainment on entry. Gifted and talented pupils make satisfactory progress in the infants and lower juniors and good progress in the upper juniors as a result of excellent teaching with high expectations that really challenge the pupils' skills, knowledge and understanding. Pupils make satisfactory progress in the use and application of mathematics in problem solving and investigations. In both infant and junior classes pupils are confidently using correct mathematical

language, but they need more opportunities to record their work in their own ways. Progress in number work is satisfactory in the infants and good in the juniors. In work on shape, space and measures, and in handling data, progress is satisfactory. Pupils make satisfactory progress in work on handling data.

9. Inspection evidence indicates that standards in science are close to national expectations by the end of Years 2 and 6, except in investigative science, which are below what is expected nationally. Inspection findings also reveal that fewer pupils than nationally reach the higher levels. The most recent national test results mirror inspection findings, also indicating that fewer pupils than nationally reach the higher level by the time they leave the school. However, some higher attaining pupils do not make the best possible progress. This is because tasks are not always well matched to their different needs, with higher attaining pupils often completing the same work as other pupils before proceeding to appropriately challenging activities. Progress is still sound for most pupils in the development of many of the skills of scientific enquiry, although most do not reach nationally expected levels in this component of the subject.
10. In information and communication technology, standards at the age of 11 are below national expectations because pupils do not apply their skills with computers independently enough in all subjects to reach national expectations. However, standards are average at the age of 7 years. By the ages of 7 and 11, the standards of pupils' work in art, design and technology, geography and history are similar to those found in other schools. Although standards in art and music are in line with expectations by the age of 7 years, by the age of 11 standards are below expectations. There was insufficient evidence available to judge standards in music throughout the school or in physical education at the age of 7 years. In religious education, standards are in line with local requirements.
11. Pupils with special educational needs make mostly good progress in Years 1 and 2, and sound progress in Years 3 to 6, towards the targets set for them. This is because:
 - teachers carefully ensure that work matches their needs in English and mathematics;
 - teachers track their progress regularly to give them chance to succeed;
 - some pupils receive regular help from a small number of dedicated support staff;
 - relationships are good throughout the school and pupils' work is always valued, which encourages them to try harder;
 - the management of special educational needs is sound, with recent improvements introduced and further developments planned.

Pupils' attitudes, values and personal development

12. Pupils are enthusiastic about school and their attitudes are very good. Pupils respond well in lessons especially when the teaching is good. For example in a Years 1/2 literacy lesson, a story in verse caught their imagination and they enthusiastically joined in the reading and tried very hard to write their own poetry. Even when lessons were less exciting pupils still offered answers to questions and concentrated on tasks they were given. Pupils at the breakfast club talked happily about lessons and clubs, expressing very positive opinions. They particularly appreciated the homework club as they felt that help was always available and they had everything in the way of reference books, pencils and crayons that they might need. A group of older pupils coming to the end of their time at school enjoyed school so much that they would like to come on Saturdays and Sundays as well, but did appreciate that teachers needed a rest! Younger pupils brought to school by their parents arrive smiling in the anticipation of another enjoyable day at school. Pupils were enthusiastic about lessons, particularly mathematics. They also said that they would like the opportunity to learn foreign languages. They appreciate clubs, but would like more sport.

13. In the main, children have good attitudes to their learning in the Foundation Stage¹. Nursery staff set a very good example for children to follow so children readily join them in acknowledging the efforts of other children, for instance by clapping their achievements. They show very good levels of concentration, initiative and independence for this age, such as selecting resources independently. Reception children have good attitudes to their work. They are beginning to value what others say by taking turns to speak and listening carefully.
14. Most pupils with special educational needs have a positive attitude to their work. They are keen to make progress, eager to please and enjoy succeeding. Most are well behaved and respond well to the encouragement they receive, which helps to boost their confidence and enables them to take pride in their achievements.
15. Behaviour both in and out of lessons is good. Considering the dreadful weather during the inspection week, where pupils had to stay in their classrooms for most of the day, this is a very positive picture. Pupils know and understand the standard of behaviour expected and they respond to teachers' high expectations. In lessons they listen to their teachers and the vast majority of pupils complete their work without disturbing others. They are polite and friendly to visitors and their manners are good. Pupils view the reward system of a monthly draw, for a treat out of school, for the pupils who have achieved a 'good behaviour' ticket as very effective. Excitement builds up at these assemblies as the lucky pupil from each class is drawn out. The work of the learning mentors in supporting pupils who have problems with behaviour is effective and makes a very good contribution to overall behaviour in the school by reducing potential disruption. As well as helping individual pupils and their parents, other pupils view their role as valuable. Although the behaviour was good during the inspection, it was necessary to exclude five pupils last year in line with the school's behaviour policy.
16. The positive opinions expressed by older pupils about the role of the learning mentors are an indication of the good relationships within the school. There is an understanding among the pupils that within the school community the differing needs of individuals are important. Pupils feel secure that if they are troubled about anything they can go to either their class teacher or the headteacher. Within lessons pupils work well together whether they are working on their own and sharing equipment or whether they are working as a group on a shared task. For example, in a very good lesson in Year 5 pupils worked collaboratively brainstorming their knowledge about the Bible. Without any direction from the teacher they quickly organised themselves to recording their ideas on a large sheet of paper, naturally taking it in turns to act as scribe. In the younger classes pupils happily take responsibility for keeping their classroom tidy and put things away at the end of lessons. They are proud to be given jobs such as taking the register to the office. Older pupils enjoy managing the office at lunch times and helping with jobs at lunchtime. By the time they leave the school they are becoming mature young people who are confident in their opinions and views. Pupils feel included in all aspects of school life and show a respect for others.
17. Levels of attendance have varied considerably since the last inspection. For the last reporting period they had declined to 86 per cent, which is very low and in the lowest 2 per cent of schools nationally. The most common reason for the absence rate being so high is families taking their annual holidays during the school term. Other reasons include a small number of families who, despite regular action being taken by the school, do not send their children to school regularly enough. Having identified the causes for the high absence

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

rates, the school has formalised some good strategies to improve the situation. Since last September there has been a 6 per cent increase in rates and, when compared with other similar schools in the area, the rate of attendance is now broadly similar. Pupils are enthusiastic about the newly introduced attendance award and think it is a good idea because it is important to make sure that everyone comes to school. However, attendance remains below national average. Unauthorised absence is similar to national average.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching is good overall and has improved significantly since the last inspection when it was described as satisfactory. It has many strengths and a few areas to develop. The difference in the quality of teaching and learning experiences in the nursery and reception classes is too wide. In nursery, teaching is consistently very good, whilst in the others it is mostly satisfactory. Teaching overall is better in the junior classes than in the infant classes.
19. Almost half (47 per cent) of teaching in Years 1 and 2 is good, although no very good lessons were observed. Overall, the quality of teaching in the infant classes is satisfactory. In the junior classes the quality of teaching is better and is good overall. Almost seven out of ten (69 per cent) lessons in Years 3, 4, 5 and 6 were good or better and 22 per cent were very good. There was one unsatisfactory lesson in the infants, one in the juniors.
20. The quality of teaching for the Foundation Stage is good in the main. Of the four lessons observed in the nursery, two were very good and two were good. Of the six reception lessons observed, five were satisfactory and one was good. Staff manage children's behaviour very well. The cornerstone of this management is the very good relationships that they have with the children. They praise frequently children's efforts and achievements and this fosters children's self-esteem so that they become increasingly more confident in their learning. Staff teach basic skills well, such as letter sounds in communication, language and literacy.
21. Teaching is very good in the nursery. This is because firstly the nursery teacher has high expectations of what children should achieve. This is shown in the way that staff are constantly looking for ways to challenge children's thinking, imagination and use of vocabulary through interesting, practical and relevant activities. This creates a purposeful working atmosphere and promotes the very good concentration and learning of the children. Secondly, the lesson planning shows clearly what is to be taught and learnt and the different elements of the curriculum merge successfully into one topic, such as the farm. This ensures that children know what is expected of them in lessons and their learning is very focused. Thirdly the teacher has good systems for assessing children's achievements and she uses these successfully to plan the next step in their learning. In the reception classes teaching is satisfactory in the main. It does not reach a higher level because lessons do not always show clearly what is to be taught and learnt. The work is not always sufficiently challenging, for example, in the imaginative play area that is set out as a home. Staff give good additional support to pupils with special educational needs. As a result they make good progress in relation to their prior attainment, for instance reception children with special educational needs write their names with increasing accuracy and confidence.
22. Throughout the school, relationships between teachers and pupils are good. Teachers know pupils well. Because of the setting arrangements in English and mathematics teachers in Years 5 and 6 classes know pupils within the new groups not just in their own classes. This contributes to the ethos of good relationships. Teachers speak to pupils with respect and are in turn spoken to in a similar manner. Combined with the teachers'

effective classroom management, this means that classrooms are pleasant working environments. This promotes learning and contributes to the development of pupils' self-esteem, confidence in their abilities and self-discipline. Pupils receive constructive feedback in lessons and some teachers have discussed the work directly with pupils. This helps pupils to develop an awareness of their learning and helps them to set their own goals for improvements. Whilst this day-to-day assessment is a positive feature of the teaching, the quality of marking is inconsistent in many subjects, although it is consistently good in English. Most teachers make encouraging and supportive comments when they mark pupils' work, but many give guidance how pupils can improve their work. Some teachers do not have high enough expectations about the presentation of pupils' work and accept untidy work without a comment. Teachers consistently encourage higher attaining pupils in the junior classes to take responsibility for their own learning. They manage pupils well, often firmly but unobtrusively, especially when it is time for pupils to move from one area of the school to another as they move to classrooms for mathematics and English. This happens with little disruption.

23. Very good teaching occurs when the learning objectives of the lesson are made clear to pupils and are well matched to their needs. By the use of sensitive interventions, teachers support, coach and challenge pupils as they develop their knowledge and understanding of the subject. The teachers' skilled and challenging questioning aids pupils' understanding and sets a good pace to the lesson. In the better lessons, learning is consolidated when the teacher reviews what is already known about the topic being discussed at the start of the lesson and uses constructive feedback during the lesson to help pupils improve their work. This was the case in many lessons during the inspection. In most lessons teachers' subject knowledge is very secure (class teachers are less confident in music). This enables teachers to extend and build upon pupils' previous learning as they progress through the lesson. Lesson planning is generally good. There is consistency of approach across the year groups as a result of good teamwork between teachers. Teachers use a variety of teaching strategies. These include whole-class lessons, group work and sometimes one-to-one teaching.
24. However, some teachers struggle to provide work that suitably challenges all pupils in mixed-age classes. There are times when a younger, lower attaining child gets the same work as an older higher attaining child and there is no extension of ideas beyond that already planned for the lesson. In Years 1 and 2 teachers' expectations of what higher attaining pupils can achieve are not high enough. In a number of classes, teachers do not plan work with sufficient emphasis to pupils' investigative science work. This also limits the challenge for higher attaining pupils. This stems, in part, from teachers not using the assessment information they have about pupils' skills, but also from some gaps in teachers' own knowledge and experience.
25. The teaching of the basic skills in literacy and numeracy is good overall. Very good teaching was observed in Years 5 and 6 classes where teachers work very successfully to raise standards. The teaching of the gifted and talented mathematics group was excellent. In this lesson the teacher asked probing questions and approached the work in a step-by-step method, which led to pupils fully understanding their task and delighting in their own progress. Most pupils make good progress because the basic skills and techniques in literacy and numeracy are taught explicitly, systematically and thoroughly. In most lessons, teachers enthusiastically build on pupils' previous learning and make good use of well-chosen resources to encourage and motivate pupils. In numeracy lessons teachers encourage pupils to explain how they arrive at their answers and to use appropriate mathematical vocabulary. This develops pupils' confidence in mathematics and increases their own awareness of their learning. All teachers review the lesson, assess the level of pupils' understanding and ensure that they are further challenged in future lessons. Whilst the school has made good progress in developing information and communication

technology facilities, teachers make insufficient use of this resource in day-to-day teaching in the classroom. The school acknowledges that this is an area for further improvement.

26. The teaching of pupils with special educational needs is satisfactory. This is because most individual education plans and support plans are targeted carefully to help pupils to learn. Individual education plans are of high quality in the infant classes. However, the quality and presentation of these plans is unacceptably varied, especially in Years 3 to 6, with some targets lacking precision to help pupils to make the best possible progress. Most teachers use a wide range of successful strategies to motivate, involve and challenge pupils, and regularly monitor the progress pupils make towards achieving their targets. Most records are well maintained and regularly updated to enable teachers to track progress carefully. However, teachers sometimes do not match work well to pupils' abilities in subjects other than English and mathematics, and this prevents them from making the best possible progress.
27. The amount and types of homework vary from class to class. Eighty-one per cent of the parents who returned their questionnaires commented favourably about the work that pupils do at home, whereas 15 per cent of parents were dissatisfied. Most of the homework given is appropriate and supports pupils' learning.

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

28. The school provides a sound curriculum for its pupils in which all subjects required by the National Curriculum are represented. There is satisfactory emphasis on the development of knowledge, skills and understanding in most subjects to ensure that work carefully builds on previous learning for most pupils. However, important as literacy and numeracy are, over-emphasis on English and mathematics for some pupils is hindering their development in other subjects.
29. In the main, staff provide a satisfactory variety of activities for children in the Foundation Stage that are based upon the curriculum for children of this age. Staff plan carefully the activities in the nursery and the displays and environment reflect this good curriculum. In the reception classes the curriculum is satisfactory. This is mainly because teachers do not always plan clear targets for what children are to achieve. On these occasions children do not make the progress that they should, for instance in outdoor physical experiences.
30. In English and mathematics work is usually well matched to the needs of pupils with different abilities, including those with special educational needs. For example, the grouping of older pupils by ability in mathematics helps to ensure that most pupils make good progress over time. The 'Gifted and Talented' programme, and other national initiatives, such as Springboard Mathematics, are helping to raise standards. However, planning in other subjects does not always address the needs of the most and least able, and pupils in different year groups are sometimes given exactly the same work. This prevents pupils from making the best possible progress.
31. Some subjects, such as information and communication technology (ICT) and design and technology, are more secure than at the time of the last inspection. However, ICT skills are not yet developing in other subjects. There are quite good opportunities in some subjects for pupils to develop their ability to speak clearly and confidently and to listen attentively, and this is contributing to their personal development as well as to their learning. The school's approach to implementing the National Literacy Strategy is sound. There is good adherence to the requirements of the National Numeracy Strategy and this is contributing to the improving standards in mathematics. The skills of using and applying numbers are developing through some other subjects, such as geography and science,

and this is helping pupils to realise their importance in their daily lives. Teachers promote soundly the development of literacy skills in subjects such as science. This is helping to improve pupils' knowledge and understanding of written English. However, there are insufficient planned opportunities for the development of number, writing and ICT skills in other subjects of the curriculum.

32. A satisfactory number of well-led clubs and activities appeal to the interests of pupils. Clubs, such as netball, cricket, craft, homework and ICT clubs, are well supported by pupils in Years 3 to 6. Other clubs, such as gardening, reading and 'Busy Bees', are greatly appreciated by younger children. However, the range of clubs is narrow. For example, there is no music or drama club to help support the development of the more creative subjects.
33. Teachers make every effort in all lessons and activities that support the curriculum to ensure that the contributions of all pupils are valued and celebrated. Pupils with special educational needs take a full part in the life of the school, although work is not always matched carefully to their specific needs. All pupils learn to respect one another and support each other's learning.
34. The school successfully provides learning opportunities for all pupils, whatever their age, ability, or background, to help them make mostly satisfactory progress as they move through the school. Teachers often make a positive effort to include pupils with special educational needs fully in lessons, such as in physical education. However, not all pupils are enabled to fulfil their potential. For example, higher attaining pupils in most subjects are often not given work best suited to their needs. Most pupils do not have the best possible opportunities to develop their reading fluency, accuracy and understanding. Pupils identified as being gifted and talented are withdrawn for extra support at the same time each week. This stops them getting the full curriculum, although the school intends to address this issue in the near future.
35. Teachers give sound emphasis to pupils' personal, social and health education. These areas are addressed through other subjects, such as science, when pupils become aware of the need for a healthy diet, hygiene and regular exercise to maintain a healthy lifestyle. However, at present they are not promoted actively as part of a structured programme. Pupils become good citizens by supporting local and national charities. They learn to respect each other's points of view through regular discussions about issues that concern them, such as being kind, caring members of society. Pupils develop an awareness of the need for rules based on safety, protection and fairness. They learn how to relate to others and work effectively as part of a group in activities, such as scientific investigations. Teachers regularly give praise to enhance pupils' self-esteem and encourage them to do their best. Older pupils have special duties, which helps to increase levels of initiative and responsibility. Sex education is not yet embedded in the school's health education programme, although there is a policy and issues are addressed through lessons such as science. Pupils learn about the use and misuse of drugs, but not yet as part of a structured programme.
36. Pupils with special educational needs are appropriately cared for. Their work is regularly monitored to ensure that they are making the progress towards the targets set for them. Regular reviews of pupils' progress helps to ensure that most work is suited to their needs, especially in English and mathematics. Outside agencies are involved as required to help meet their specific targets.
37. The community makes a satisfactory contribution to pupils' learning. The school continues to benefit from its links with the community. Pupils make numerous visits to local places of interest and carry out environmental studies in the immediate area. Community visitors include representatives from the fire and police services, theatre groups, a magician and

an artist. A close link has been developed with St Paul's Church and the Reverend 'Kesh' is a popular and frequent visitor to school. A number of pupils also make good use of clubs held in the church hall. All these activities are linked clearly into the curriculum and have a positive impact on pupils' learning and development. There are no business links. Reorganisation of secondary education in the area means that new transitional arrangements are currently being developed to ease the transition of pupils into Year 7. Overall, the links with the school to which most pupils' transfer at 11 are satisfactory.

38. The provision that the school makes for pupils' spiritual, social, moral and cultural development is satisfactory overall. The provision for pupils' spiritual development has improved since the previous inspection and it is now adequate. The school builds on an ethos that everyone is valued within the school community and everyone has something to contribute to the school community. In religious education lessons pupils learn and experience important values in human life especially where the teacher is skilled in promoting thought and reflection. Nursery children were filled with wonder at the speed with which seeds had grown into carrots, they were keen to dig them up and discuss what they saw. During assemblies pupils are encouraged to think about ideals and achievements. However, insufficient time is allowed for pupils to reflect on their own thoughts. The high quality of some of the displays of pupils' work adds value so contributing to the respect for human effort.
39. The provision for moral development is good. An effective behaviour policy promotes good behaviour and an imaginative reward system encourages good behaviour. Learning mentors provide very good support for pupils who have behaviour problems and low self-esteem. Staff provide good role models and have high expectations of good behaviour in lessons.
40. The provision for social development is good. Younger pupils have the opportunity to take responsibility within the classroom. Older pupils volunteer for office duties at lunchtime and sometimes assist with clearing up at lunchtime. Many lessons provide scope for pupils to work in pairs or groups. Pupils in Year 6 have the chance to go on a residential course. Although there is no school council at the present time, plans are under way to set one up with representatives from pupils in the junior classes.
41. The provision for pupils' cultural development is satisfactory. Pupils have been made aware of the culture of their own immediate area by working with an artist on a mural for the hall. Annual visits from a theatre group and other visitors, including a children's author and musicians, make valuable contributions to pupils' cultural knowledge. Through religious education lessons pupils learn about other faiths and customs associated with those faiths. However, this is the extent of the opportunities offered to pupils to learn about different cultures and customs. It is an area for further development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has maintained the quality of care and support pupils receive as satisfactory overall since the last inspection. As a result, it has embedded all the procedures and policies for health and safety well into school life. However, the governing body now must monitor this aspect in a more rigorous way to ensure that the school maintains appropriate records and that activities such as fire evacuations take place regularly. The procedure for child protection is effective and the school ensures that all members of staff have an appropriate understanding of its contents.
43. Staff in the Foundation Stage are very caring and know the children well. They make very good use of praise to reward children's achievements and this promotes children's self-esteem and confidence. The school supervises pupils well at the breakfast club, at

lunchtime and in the playground. The midday supervisors are an important and effective part of the school family.

44. The school cares appropriately for pupils with special educational needs. It monitors their work regularly to ensure that they are making the progress towards the targets set for them. Regular reviews of pupils' progress helps to ensure that most work suits their needs, especially in English and mathematics. The school involves outside agencies as required to help meet pupils' specific targets.
45. The school now promotes and monitors attendance well. The learning mentors play an important part in tracking individual attendance rates and talking to pupils and parents. This has had a significant impact during the current school year with a good improvement in attendance rates. However, the school now needs to continue with these strategies and encourage its parents to ensure the more regular attendance of their children in order to improve attendance further. The school promotes and monitors behaviour well through the effective programme for moral development and the way that teachers and learning mentors manage it. They have a very positive approach and are good role models to pupils. They apply their standards consistently so that pupils know how the school expects them to behave.
46. The school's arrangements for monitoring pupils' academic progress are satisfactory. Leadership of this important area is good and there are plans for further development.
47. The assessment procedures for children in the Foundation Stage are satisfactory in the main. The nursery staff have effective systems for assessing regularly children's achievement and they use these well to plan the next step in children's learning. Assessment systems in the reception classes are satisfactory. Children's learning would benefit from the nursery and reception teachers having a more unified approach to assessment.
48. Pupils are regularly assessed in English and mathematics using different approaches to help them make at least sound progress as they move through the school. For example, pupils are starting to have their progress carefully tracked as they move through the school to enable teachers to build on what pupils know and understand. However, assessment of progress in other subjects is less secure, despite regular assessments recently being introduced in some subjects, such as science, to help teachers to discover what pupils are learning. There are no useful portfolios of pupils' work, which are levelled to National Curriculum requirements, to help chart pupils' progress against national standards. In some subjects, the development of important skills, and the acquisition of knowledge and understanding, are not assessed regularly as pupils move through the school. These include religious education, information and communication technology (ICT) and physical education. In these subjects, teachers lack specific information about what pupils know and understand.
49. There are satisfactory procedures for assessing what pupils know and understand as they move through the school in English, mathematics and science, such as through the use of national and school-based tests and teacher assessments. The school analyses national test data to discover strengths and weaknesses and has started to use ICT to represent this information, so that it can clearly identify strengths and weaknesses. However, this approach has yet to be extended to other subjects. Teachers are using gained information to set targets, but only in English.

50. Overall, teachers are not always using gained information from lessons effectively to help raise standards by planning the next steps in pupils' learning. This is because:
- the progress pupils are making from day to day is not assessed with enough precision or consistency in all classes to enable teachers to build carefully on what pupils know and understand;
 - assessments of problems encountered by pupils during the lesson are often too general and do not pinpoint accurately enough those pupils who have not achieved the lesson's target. As a result of this, work given to pupils next time is sometimes too easy or difficult for them, which slows their progress;
 - marking does not always help pupils to develop understanding of what is the next step in their learning as well as celebrate what they have achieved;
 - teachers do not yet involve pupils enough in setting their own targets. Pupils are, therefore, not yet taking sufficient ownership of their own learning;
 - information gained from an evaluation of lessons is not shared consistently to benefit pupils;
 - there are no agreed consistent arrangements for recording the progress pupils are making in reading.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school promotes itself very well to its parents and those who responded to the questionnaire or who attended the meeting have very positive views about all aspects of school life. They hold the school in very high esteem.
52. There are very good induction arrangements for children in the Foundation Stage, such as home visits, and these ensure that they settle quickly into school routines. Communication with parents about their children's progress is good, for instance through consultation evenings. This communication is made very much better by the very good relationships that staff have with parents, for example on a day-to-day basis. The reception teacher makes good use of the home to school reading diaries to communicate with parents about their children's progress. The school brochure does not contain information about the Foundation Stage curriculum.
53. Although only a small number of parents help in class on a regular basis, there are many more who assist on visits into the community. The school is very keen to increase the participation of its parents in school life and the learning mentors are running a series of 'parents survival' programmes. These are proving very successful and have contributed to an increase in parents' understanding of school life and how they can help their children with work at home. Additionally, parents who are attending the programme have found that the content of the programme has improved their self-esteem. For example, one parent wrote a poem about her very positive views of the programme and included the lines 'I now feel I've got my life back, veering down the right track'. Although there is no formal fundraising organisation parents are generous with their support of such events as the Christmas fair where they raised £800.
54. The information produced by the school for its parents is satisfactory overall and parents consider that they are well informed about the progress of the children. The quality of annual reports on progress is also satisfactory.
55. Parents of children with special educational needs are informed and involved at an early stage of the process. Communication with them is mostly good. Links between home and school are regular and constructive, and this helps to ensure that pupils receive sound support and make satisfactory progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school are good and there have been some good improvements since the last inspection.
57. The school is led well by an enthusiastic and committed headteacher who manages what is, in effect, a twin site school. Communication within school is good, with everyone sharing the sense of common purpose. This school is a pleasant, well-ordered and happy community and an industrious learning environment. The mission statement and aims of the school reflect this commitment and are central to school life.
58. The head teacher is well supported by an effective senior management team. The roles of co-ordinators have been developed well as a result of staff development opportunities and there has been an improvement in their role since the last inspection. Their roles are now clearly defined with job descriptions. Rigorous monitoring by the headteacher and mathematics co-ordinators clearly identify the strengths and areas for development. No monitoring has been possible in literacy so far this year but it is planned for the summer term.
59. The leadership and management of the Foundation Stage are satisfactory. This is because there are shortcomings in the monitoring of teaching and learning. The Foundation Stage staff have worked effectively together to bring about good improvements in the provision since the previous inspection. They have the ability, support and commitment to develop the subject further.
60. The staff's priorities for development in the Foundation Stage are not included in the school development plan so staff throughout the school, and governors, are not as well informed about them as they might be.
61. The school development plan is drawn up after full staff and governor consultation and it is a well-focused working document that enables the school to move forward. The governors now provide good support to the school and there has been a clear improvement in their role since the last inspection. The governing body fulfils all its statutory duties. Governors have a good knowledge of the strengths and weaknesses of the school and are able to act as 'critical friends'. They review the school mission statement and aims on a regular basis to ensure that they are relevant to the school. Those governors with specific responsibility for numeracy, literacy and special educational needs are well briefed and meet regularly with their appropriate co-ordinators. Members of the governing body also attend the school development plan 'away day' with teaching staff and this serves to give them a better understanding of school business and the planning priorities. Additionally, the governors have a good understanding of financial matters and have already started to consider the impact of falling rolls on the budget over the next few years. The school now provides good value for money and this is an improvement on the previous inspection.
62. The special educational needs co-ordinator (SENCo) manages issues relating to special educational needs effectively. The special educational needs register is carefully maintained and regularly updated. The SENCO's responsibilities are sufficiently wide to enable her to have an essential overview of all aspects of provision to ensure consistency of approaches to meeting pupils' needs. However her full time teaching commitment makes it very difficult to ensure that all paperwork completed by teachers is of a consistently high quality, especially in Years 3 to 6, where she is currently having less impact. Learning support assistants provide good support for pupils with special educational needs. They work well, have clear responsibilities and are valued. Most are well informed about the nature and range of need.

63. The school uses its specific grants well and is making good use of new technology in all aspects of its work. The school benefits from a single regeneration budget, which it has used effectively for the creation of a multi-learning centre. The documentation associated with this grant has not been a burden on the administration of the school. The school office is well organised and it makes a valuable contribution to the day-to-day life of the school.
64. There is a satisfactory match of experienced and more recently qualified teaching staff in school. This enables the curriculum to be taught effectively. The non-teaching staff also provide effective support in the classroom. The school has developed good procedures for staff development and the induction of any new staff. It has introduced its performance management policy well and all members of staff are now in the second cycle of the process.
65. The adequacy of classroom accommodation is satisfactory overall. Additionally, the school benefits from the availability of two halls, which it uses for infant lunch and other activities. The school is well maintained and clean due to the hard working caretaker and cleaning staff. The pupils benefit from an attractive and very well resourced library where they can work and learn how to use the reference books and materials available to them.
66. The adequacy of resources in school is satisfactory overall, with the provision for mathematics and physical education being good. The provision of resources for English is very good. The resources for the effective teaching of design and technology are limited and unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to raise standards and improve the quality of education the headteacher, staff and governors should:

1. improve standards

- (i) in reading and writing, by:
(paragraphs 6- 7, 82-84, 109 also references in issue 2)
- reviewing the school's approach to the teaching of reading and providing relevant training;
 - involving individual pupils more in reading aloud in the shared text work in lesson introductions;
 - planning systematically to promote pupils' reading skills in English and in other subjects, encouraging them to read aloud;
 - setting precise individual targets for pupils to achieve in their reading (this should also include more accurate individual education plans for pupils with special educational needs);
 - implementing an effective system for assessing pupils' achievements in lessons and using this information to track pupils' progress from term to term across the year;
 - providing more opportunities for pupils in Year 2 to develop longer pieces of writing across the curriculum;
 - providing more opportunities for them to correct their work after it has been marked so that they learn from their mistakes.
- (ii) in mathematics, by:
(paragraphs 8, 96-97 also references in issue 2)
- continuing to provide opportunities for pupils to pursue mathematical investigations and word problem solving to improve independent thinking;
 - developing further the use of mathematics across the curriculum;
- (iii) in science, by:
(paragraphs 9, 98, 100, 102 also references in issue 2)
- ensuring work is matched to pupils of all abilities, especially the higher attaining pupils;
 - building on the improved emphasis given to investigative science, by planning and implementing work of appropriate challenge for higher attaining pupils;
 - introducing and implementing arrangements for assessing the development of scientific skills as pupils move through the school.
- (iv) in information and communication technology, by:
(paragraphs 10, 25, 31, 97, 109, 114, 120-126 also references in issue 2)
- continuing to make sure that pupils get opportunities to use information and communication technology across the whole curriculum;

(2) improve the quality of education throughout the school but especially in the reception class and Years 1 and 2 by:
(paragraphs 1, 21-22, 24, 26, 28, 30, 34, 47-48, 50, 59, 62, 95, 102)

- raising expectations of teachers, for example in the marking and assessment of work in all subjects;
- raising teachers' knowledge and expectations of what children should be expected to do to reach the higher levels of learning expected for their age in all subjects and areas of learning;
- giving pupils more opportunities to work independently and to select and evaluate their work;
- providing more opportunities for pupils to develop creative skills and to improve their cultural development, especially through music and through the customs and culture of ethnic groups;
- making more effective use of assessments to decide which individual children are ready to move on to their next stage of learning and which pupils need additional support (this should also include more accurate individual education plans for pupils with special educational needs).

In addition the school should:

- continue to stress the importance of attendance and punctuality and take action to raise the rate closer to the national average.

(paragraphs 17, 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	8	25	21	2	0	0
Percentage	2	14	43.5	36.5	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	31	256
Number of full-time pupils known to be eligible for free school meals	14	96

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	63

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	11.9
National comparative data	5.6

Unauthorised absence

	%
School data	1.9
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	19	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	9	10	11
	Girls	19	19	19
	Total	28	29	30
Percentage of pupils at NC Level 2 or above	School	88 (83)	91 (80)	94 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	11	11	13
	Girls	19	17	17
	Total	30	28	30
Percentage of pupils at NC Level 2 or above	School	94 (83)	88 (97)	94 (94)
	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	19	23	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	11	14
	Girls	17	15	20
	Total	28	26	34
Percentage of pupils at NC Level 4 or above	School	67 (48)	62 (60)	81 (79)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	13	17
	Girls	16	17	20
	Total	27	30	37
Percentage of pupils at NC Level 4 or above	School	64 (56)	71 (71)	88 (63)
	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	3
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	212
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	19.8
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	177.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31
Total number of education support staff	4
Total aggregate hours worked per week	91
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	663,384
Total expenditure	642,017
Expenditure per pupil	2,147
Balance brought forward from previous year	19,190
Balance carried forward to next year	40,557

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 44.3%

Number of questionnaires sent out	287
Number of questionnaires returned	127

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	1	1	0
My child is making good progress in school.	66	30	2	0	2
Behaviour in the school is good.	47	50	2	0	1
My child gets the right amount of work to do at home.	41	40	12	4	3
The teaching is good.	72	26	0	0	2
I am kept well informed about how my child is getting on.	60	27	10	2	1
I would feel comfortable about approaching the school with questions or a problem.	81	13	3	0	3
The school expects my child to work hard and achieve his or her best.	78	20	1	0	1
The school works closely with parents.	55	34	10	1	0
The school is well led and managed.	77	22	1	0	0
The school is helping my child become mature and responsible.	73	26	1	0	0
The school provides an interesting range of activities outside lessons.	54	27	11	4	4

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

68. The school has made good improvements in the curriculum and teaching in the Foundation Stage since the previous inspection. In the main, the curriculum is now satisfactory and teaching is good.
69. From a well below average starting point in the nursery children's achievement is good. By the time children reach Year 1, their attainment is in line with the nationally expected standard in creative development, physical development, and personal, social and emotional development. In communication, language and literacy, mathematical development and in knowledge and understanding of the world their attainment is below nationally expected standards. Although staff teach technical vocabulary well, for instance in mathematical development, a significant minority of children do not have the everyday vocabulary to describe clearly their ideas and experiences.
70. Teaching is very good in the nursery so nursery children make better gains in their learning in lessons, and in their achievement over a longer period of time, than the reception children. This is because firstly the nursery teacher has high expectations of what children should achieve. This is shown in the way that staff are constantly looking for ways to challenge children's thinking, imagination and use of vocabulary through interesting, practical and relevant activities. This creates a purposeful working atmosphere and promotes the very good concentration and learning of the children. Secondly, the lesson planning shows clearly what is to be taught and learnt. It merges the different elements of the curriculum successfully into one topic, such as the farm. This ensures that children know what is expected of them in lessons and their learning is very focused. Thirdly the teacher has good systems for assessing children's achievements and she uses these successfully to plan the next step in their learning. In the reception classes teaching is satisfactory. In the main this is because lessons do not always show clearly what is to be taught and learnt and the work is not always sufficiently challenging, for example, in the imaginative play area that is set out as a home.
71. A strong feature of all the lessons seen is that teaching and support staff work together effectively as a team. Staff ensure that all children are included fully in the activities. This has a positive effect on children's learning. Teachers and support staff give good additional support to children with special educational needs. As a result they make good progress in relation to their prior attainment; for instance, reception children with special educational needs write their names with increasing accuracy and confidence. There are no children with English as an additional language or any children identified as gifted and talented.

Personal, social and emotional development

72. Staff promote children's personal, social and emotional development effectively. They are caring, supporting and encouraging, for instance in praising children's efforts and achievements. Staff set a good example for children to follow of courtesy and consideration for others by listening with genuine interest to what children have to say. This leads to trusting relationships and helps children to understand other people's point of view. Children's behaviour is very good in the nursery and good in the reception classes. They work together as friends, share equipment with each other and take increasing responsibility for resources. Nursery children show very good levels of concentration, initiative and independence for this age because the staff encourage this. Children find their name cards and post these into a box to register their attendance. They file their work away at the end of an activity. Reception children dress themselves independently after physical education lessons and settle readily into daily routines, such as registration.

Children are developing a sound awareness that some actions are right and some are wrong.

Communication language and literacy

73. Nursery and reception staff place a strong emphasis on developing children's speaking skills. They give children many opportunities to discuss their work individually, in pairs and to speak in a larger group. Nursery staff extend children's vocabulary very well through topic work, for example about 'The farm'. Children recognise farm animals, such as sheep and cows, and move sensibly to their groups acting out the sound that these animals make. Nursery children are beginning to copy their own names with increasing accuracy. The reception teachers build well upon the formal skills of handwriting, such as the correct formation of letters. Average and higher attaining children are beginning to form letters correctly and write their name independently. The teacher providing more activities for children to experiment with their own writing would improve children's confidence and competence.
74. Children enjoy sharing books with adults and listening to the stories that they read to them, such as *Two Feet*. Reception staff teach effectively basic skills, such as the knowledge of letter sounds. They encourage children to use this knowledge to help them to read and write the unfamiliar words they meet. As a result higher attaining reception children recognise a satisfactory range of words and are beginning to use these when sharing books with adults. Average attaining children recognise a few words and lower attaining children are beginning to recognise a few letter sounds when sharing a book with an adult. The reception teacher uses effectively the children's reading diaries to communicate with parents about children's achievements. Nursery children's learning is supported well by the topic work that staff devise for children to carry out with their parents at home.

Mathematical development

75. Staff ensure that children have a variety of experiences. Reception children count to 10 and have a developing understanding of the properties of three-dimensional shapes. Higher and average attaining children are beginning to record simple calculations to 10. Staff promote soundly children's learning at other times during the day, for example through sand and water play. In the nursery, staff are constantly looking for ways to extend children's learning. A child changes the hands on a clock to match the time that the register is taken and the teacher discusses this with all the children. In the imaginative play area (the farmhouse), nursery children collect eggs and count them and match milk bottles to the spaces in a crate.

Knowledge and understanding of the world

76. Nursery staff use skilful questioning to challenge children's thinking and this promotes very well children's knowledge and understanding. Children talk about seeds and the growth of plants, such as carrots, and are filled with wonder at the speed at which the seeds have grown. Reception children study houses around the school and higher attaining children use words such as detached and semi-detached. Nursery children cut and join a variety of materials, such as paper and fabric. Reception children build well upon these skills when they make three-dimensional models of houses. Children use the mouse with developing confidence to work a variety of computer programs.

Physical development

77. Staff teach successfully the skills to help children gain safe control of finer movements, such as using glue spatulas, paintbrushes and cutting with scissors. Nursery staff plan carefully lessons in the outdoor play area so that they gain children's interest. Children are motivated to learn and follow instructions promptly. They move with increasing co-

ordination, awareness of space and each other, for instance when they join in with the actions of rhymes, such as *The farmer's in his den*. Reception teachers do not plan and organise adequately the outdoor experiences for children so children's learning is unsatisfactory in this element of the curriculum. This is partially compensated for by physical education lessons that take place in the school hall. In a gymnastics lesson the teacher used effectively demonstrations by herself, and individual children, to develop children's skills, for example, in rocking on different parts of the body.

Creative development

78. Staff give children many activities for making pictures in creative development. Nursery children use paint, chalk and charcoal with developing skill, for instance when they draw and paint pictures of farm animals. The reception teachers build successfully upon this basic skill. As a result some of the pictures that children produce are of a good standard and show children's close attention to detail, for example sketches and paintings of houses. Most children join in well with familiar songs such as *Who built the Ark?* Nursery children concentrate very well and take turns to act out a role, such as the farmer or farm worker in the imaginative play area. Reception teachers' planning does not show clearly what is to be taught and learnt in imaginative play so children's learning is not as focused as it could be.

ENGLISH

79. Inspection evidence indicates that by the end of Years 2 and 6 standards in English are below the national average. This is a similar picture to the school's most recent National Curriculum test results. The large number of pupils who start or leave the school mid-year affects the school's test results significantly in Year 6. There are no significant differences in the achievement of boys and girls. There are no pupils with English as an additional language. When compared with pupils in similar schools, Wharton's standards in English are above average. In the main, pupils' achievement is satisfactory by Year 2, from a below average starting point in Year 1. By Year 6 their achievement is good. Gifted and talented pupils make good progress because of the additional lessons they are given. These are funded by the Excellence in Cities Project.
80. In the past few years the school has focused on raising standards in writing, for instance through providing additional lessons outside the literacy hour in which pupils write at length. The school has made good improvements in teaching, the curriculum and leadership and management since the previous inspection. Leadership and management of the subject are now satisfactory. The co-ordinator gives useful advice and support to staff, but has not yet undertaken the monitoring of teaching and learning this year. She has plans to do this in the summer term and has the commitment and support of other staff to bring about further improvements in the subject.
81. Standards in speaking and listening are below average. Teachers have a friendly yet firm relationship with pupils so pupils' behaviour is good and they listen carefully to adults and to each other. Teachers ensure all pupils are included fully in the many activities they provide to extend pupils' speaking and listening skills. This occurs both in English and in other subjects, such as discussion in pairs and small groups. This means that pupils are both willing and increasingly confident in sharing their ideas. In a Years 1/2 science lesson the teacher encouraged pupils to discuss the function of leaves with their partner. In a Year 3 literacy lesson the teacher continually looked for opportunities to explain the meaning of words and encouraged pupils to use new vocabulary, such as lackey. Teachers give a good example by using the correct subject vocabulary. As a result, Year 2 pupils use accurately words such as 'index' and 'glossary' and Year 6 pupils 'suffix' and 'colon'. However, many pupils do not have a wide variety of words to express their thought and ideas clearly in conversations and in answering teachers' questions.

82. Standards in reading are well below average. Some higher attaining Year 2 pupils read with expression and average attaining pupils use a range of strategies to read unfamiliar words, such as picture cues and the sound of letters. A significant minority of pupils do not get support in their reading at home and teachers try to compensate for this by hearing pupils read at lunchtime. The reading scheme books that pupils use in the classroom and take home to share with their parents at home do not reinforce pupils' enjoyment in reading that is evident in the literacy lessons. Staff and pupils appreciate the attractive and very well resourced library. All year groups use it effectively and this contributes positively to pupils' skills in finding information from books and to their interest and enjoyment in reading. Year 6 pupils have competent skills in using the library system and in finding information from books, such as index, headings and scanning the text to find the information they need. Some higher attaining pupils read with expression and understanding. Average attaining pupils read with suitable fluency and accuracy and lower attaining pupils use a range of reading strategies to read the unfamiliar words they meet. They need and are given additional support by staff.
83. The school could improve reading standards and confidence by firstly involving individual pupils more in reading aloud in the shared text work in lesson introductions. Secondly, it could encourage them to read aloud in other subjects. Thirdly, it could set precise targets for pupils to achieve in their reading so pupils have greater responsibility for, and understanding of, their learning. Fourthly, it could implement an effective system for assessing pupils' achievements in lessons and using this information to track pupils' progress from term to term across the year. This is because the school has a system for tracking pupils' progress in annual assessments in reading in Years 3 to 6 but not in Years 1 to 2. Teachers also record pupils' achievements in reading in literacy lessons but the quality of these records varies. As a result, teachers do not consistently challenge the higher attaining pupils to reach the standards of which they are capable.
84. Standards in writing are below average. Across the school, teachers give pupils many activities for writing, such as poetry, stories, lists and letters. Pupils enjoy the work, are motivated to concentrate and write confidently. Good teaching of punctuation across the school, a basic skill, has a positive effect on the accuracy of pupils' writing. Higher attaining Year 2 pupils use speech marks and punctuate simple sentences accurately and average attaining pupils sequence stories correctly. Teachers build upon these skills successfully in Years 3 to 6. Higher and average attaining Year 6 pupils write in paragraphs and punctuate complex sentences accurately. A higher attaining pupil wrote 'It took my breath away, then an enveloping cloud of dust enwrapped us utterly'. An average attaining pupil wrote in a poem 'Glittering water/Swaying down the cliff gently/Flowing over stones...'. The school introduced recently a procedure for assessing regularly pupils' achievements in writing. This could be improved further by devising a system for recording this information and using it to track pupils' progress across the year.
85. In Years 1 to 2 teacher expectations of what higher attaining pupils can achieve are not high enough. This stems, in part, from teachers not using the assessment information they have about pupils' skills in writing, but also from some gaps in teachers' own knowledge and experience. As a result they do not provide sufficient work that matches pupils' learning needs so higher attaining pupils do not achieve as well as they could.
86. In Years 3 to 6 pupils' use of joined fluent handwriting and the presentation of their work in books are variable. This suggests that teachers are not consistent in their requirements. Most teachers' marking is good and points out clearly ways in which pupils can improve their work. The school has introduced recently a system for setting targets for pupils to achieve in their writing. Teachers setting a few precise targets and ensuring that pupils take responsibility for them could improve this.

87. In the main, teaching is satisfactory in Years 1 to 2 and it is good in Years 3 to 6. Teachers structure the different parts of the literacy lesson carefully and make clear to pupils what they are to learn in the lesson. As a result pupils waste no time and they cover a lot of work. Teachers monitor the group work effectively so that they are aware of any difficulties pupils encounter and give additional help where it is needed. Across the school, teachers make satisfactory use of homework to support pupils' learning in the classroom. Some teachers promote well pupils' literacy skills in other subjects, such as religious education and science, but this good practice is not consistent across the school. Teachers organise and resource well the group work. Word-processing is used satisfactorily for drafting writing in English and other subjects. Teachers make good use of visitors to the classroom, for example an author and theatre group, to broaden pupils' learning and understanding.
88. Pupils with special educational needs in Years 1 to 2 make good progress in relation to their prior attainment. This is because specific targets guide the support for pupils and teachers review pupils' progress periodically and new targets are set. In Years 3 to 6 pupils make satisfactory progress because the quality of pupils' targets is variable. This sometimes leads to them being given work that is not matched sufficiently to their learning needs, for instance in a Year 4 lesson. Pupils with statements of special educational need are given good additional specialist support so they make good progress, for instance in a Year 6 lesson. Pupils worked with very good concentration when writing words with the correct number of syllables for Tanka poetry. One pupil wrote of the sun 'Bright, burning saucer' (a metaphor). In the same lesson a support assistant taught a Traveller pupil well so good progress was made in writing and reading sentences.

MATHEMATICS

89. Inspection findings show that the subject has improved very well since the last inspection. Overall, standards are in line with national expectations by the ages of 7 and 11 and pupils achieve well overall considering their attainment on entry. Pupils with special educational needs make good progress in the infants and satisfactory progress in the juniors. Gifted and talented pupils make satisfactory progress in the infants and good progress in the juniors. This is particularly rapid in the upper juniors as a result of excellent teaching with high expectations that really challenges the pupils' skills, knowledge and understanding. The target of 73 per cent of pupils expected to achieve the expected levels for 11-year-olds with 32 per cent achieving the higher level is demanding but within reach.
90. Pupils make satisfactory progress in the use and application of mathematics in problem solving and investigations. In Year 1, pupils count objects to solve simple problems. They successfully complete number patterns that involve counting down in tens. By the age of 7, pupils have the skills to solve problems such as finding strategies to help a post office that has run out of stamps and coins. They use their literacy skills well to interpret problems such as 'it is 2.45, what time will it be in 30 minutes?' In Years 3 and 4, pupils build on these skills and are able to solve word problems using three-digit numbers with multiplication and division. By the age of 11, pupils solve problems involving recipes and catering for a large crowd by using their knowledge of ratio. They extend their calculation skills to solve word problems using addition, subtraction, multiplication and division involving decimals. They use calculators to solve problems such as 'How many breaths do I take in one year?' and generate their own puzzles. Both infant and junior pupils are confidently using correct mathematical language and by the age of 11 most pupils know and use words such as 'digit', 'multiple', 'inverse' and 'equivalent'. Across the school, teachers frequently direct pupils in the way work is recorded, often on worksheets. This results in pupils finding it difficult to organise their own findings to demonstrate the depth of their understanding. Teachers should create more opportunities for pupils to think of ways to record their own work.

91. Progress in number work is satisfactory in the infants and good in the juniors. In Year 1, pupils order numbers up to 20 and develop their mental calculation skills steadily. They confidently count in steps of five from any small number. By the end of Year 2 pupils know and understand the place value of digits in numbers up to 100 and understand that multiplication is the same as repeated addition. Pupils in Year 2 confidently add and subtract 10 to numbers up to 100. However, more challenging work should be provided for the higher attaining pupils in Year 2 in order to raise standards further. In the lower juniors pupils learn how to partition numbers into hundreds, tens and units and use jottings to support their calculations. They understand that subtraction is the inverse of addition. Most can find fractions of numbers and shapes. By the age of 11, pupils order four-digit numbers and are confident in writing numbers up to one million in words and figures and they solve problems using negative numbers. Pupils recognise fraction, decimal and percentage equivalents and convert improper fractions to mixed numbers. Their written methods extend to addition and subtraction of four-digit numbers and decimals. They use their skills in real life problems such as calculating VAT at 17.5 per cent on items such as DVD players, trainers and football shirts. Pupils confidently use inverse operations to check calculations. There was evidence of some average and below average attaining pupils struggling to achieve success with a 'compact' method that had been introduced to them without their full understanding. Years 5 and 6 pupils identified as gifted and talented made rapid progress in number work and demonstrated sound understanding of algebraic notation, ability to write formulae with one and two steps and simplify basic algebra.
92. In work on shape, space and measures, progress is satisfactory. In the infant classes most pupils learn to use the mathematical names for common two- and three-dimensional shapes. They describe some properties including number of sides and corners and lines of reflective symmetry. By the age of seven, pupils estimate and measure length using standard and non-standard units. In the lower juniors pupils begin to classify shapes using tree diagrams. Pupils continue to develop their estimating and measuring skills with mass and length. By the end of Year 6 pupils investigate nets of cubes. Some higher attainers calculate the areas of rectangles and triangles using simple formulae and they accurately measure angles using a protractor. They learn about exchange rates and how to convert pounds sterling to foreign currency. Higher attaining pupils know approximate metric equivalents of commonly used imperial units and can convert units of measurement.
93. Pupils make satisfactory progress in work on handling data. By the end of Year 2 pupils communicate their findings using tables and block graphs. In the lower juniors pupils sort multiples of 3 and 5 using a Venn diagram. They construct and interpret bar charts and organise data in a frequency table and generate questions about data presented in pictograms. By the end of Year 6 pupils have a good understanding of probability and justify their reasoning. They generate databases to answer questions and can confidently find the mean, median and mode of a set of data. They interpret bar charts, for example on 'favourite crisps', but there is little evidence of pupils having the opportunity to interpret a wide range of data presented in different ways. In order to raise standards pupils need to be exposed to a broad range of data presented in a variety of ways, including line graphs and pie charts. Pupils need to be encouraged to interrogate data, interpret, calculate, generate and answer questions that require them to use reasoning.
94. Pupils' attitudes to mathematics are very good. Pupils concentrate and co-operate well with others. They show good independence in class. Most are keen to participate in all parts of the lesson; they listen carefully to the teacher and each other and are eager to answer questions. Pupils in Year 6 speak confidently about how they use mathematics in geography, science and physical education. They have good self-knowledge about their learning. A mathematics and computer club is held weekly, with support from the numeracy governor, to raise the profile of the subject even further and to enhance and consolidate pupils' learning. Eight pupils from the lower juniors enthusiastically attend this club after school.

95. The quality of teaching is satisfactory overall in the infant classes and good in the junior classes. Lessons observed in the juniors ranged from satisfactory to excellent. However, the judgement on teaching involves more than just the lessons observed and includes scrutiny of work pupils have been given prior to the inspection. There is some inconsistency in the quality of teaching. Most staff have good subject knowledge that enables pupils to make good progress and demonstrate good relationships with pupils. Most staff clearly share learning objectives to focus the pupils and made good links to previous and future learning. The school has implemented the National Numeracy Strategy well and the three-part lesson is firmly in place. Particular strengths in the best lessons are the use of very good questions that probe and prompt pupils' understanding, such as a question posed to a Year 5 class for gifted and talented pupils, 'Is there a question that would give you the answer 3.2?' Effective teaching targeted questions to children and took into account pupils' prior learning. Teachers ensure that lessons run smoothly and make the best use of time. They deliver lessons enthusiastically and use good visual aids to enhance pupils' understanding. Teachers use classroom assistants effectively to support pupils with special educational needs and, as a result, these pupils make satisfactory progress in all parts of the lesson. Teachers effectively assess how well pupils are learning and use their findings to plan future work and take learning forward. An area for development is a consistent approach to marking. It does not always adhere to the policy, and in some cases fails to challenge untidily presented work and provide appropriate comments on how pupils can improve.
96. Pupils' learning is good overall, but the infant classes' higher attaining pupils would benefit from more challenging questions and work to extend their thinking, knowledge and understanding. In the junior classes, both work scrutiny and lesson observations showed that in some lessons below average, average and above average attainers were given the same work. This work was well matched to the ability of higher attainers, but average and below average attainers struggled and as a result did not make sufficient progress. There was evidence of homework being used effectively to consolidate learning that had taken place in class.
97. The subject co-ordinators, with support from the headteacher, demonstrate good subject leadership. There has been much improvement since the last inspection. The co-ordinators have played a key role in ensuring the effective implementation of the National Numeracy Strategy through the delivery of extensive in-service training and purchase of resources. Mathematics has an up-to-date policy, which forms part of the school development plan. In their roles as leading mathematics teachers, they have worked closely with the local education authority numeracy team and received additional training. They have been involved in piloting new National Numeracy Strategy resources in school, such as those currently being used in Year 4 and Year 6. The curriculum now in place has a clear structure and progression. Assessment procedures are in place. The 2001 end of Year 6 tests have been analysed to identify areas for improvement. Curricular targets are not yet in place but part of the vision for subject development. Some monitoring has taken place but has not yet covered the infant classes. As a result the school has not yet addressed the issue regarding planning work for pupils at the higher levels. This monitoring is planned to take place. The need to review the effectiveness of medium term planning had been recognised. The co-ordinators also plan to develop explicit links between the medium term plans for mathematics and appropriate use of information and communication technology (ICT). Training sessions have already been planned in conjunction with the ICT co-ordinators to be delivered to all staff.

SCIENCE

98. Inspection evidence indicates that standards are close to national expectations by the end of Years 2 and 6, except in investigative science, which are below what is expected nationally. Inspection findings also reveal that fewer pupils than nationally reach the higher levels. The most recent national test results mirror inspection findings, also indicating that fewer pupils than nationally reach the higher level by the time they leave the school.
99. Progress for most pupils is satisfactory as they move through the school. This is because:
- the quality of teaching is at least satisfactory, and is often good. This is an improvement on the last inspection when some unsatisfactory teaching was observed;
 - pupils show good attitudes to learning in science, especially when work is appropriately challenging for them;
 - teachers ensure that all components of the curriculum are represented and that learning opportunities are carefully structured to enable most pupils to make sound gains in learning in all required areas of the subject. These are improvements since the last inspection, which found that scientific enquiry received too little emphasis and that there was no scheme of work for pupils from Years 3 to 6;
 - the subject co-ordinators have monitored teaching and learning to help them to gain an essential overview of the subject, and this is helping to raise standards over time.
100. However, some higher attaining pupils do not make the best possible progress. This is because tasks are not always well matched to their different needs, with higher attaining pupils often completing the same work as other pupils before proceeding to appropriately challenging activities. Planning often does not sufficiently address the needs of higher attaining pupils, especially in investigative work.
101. Progress is still sound for most pupils in the development of many of the skills of scientific enquiry, although most do not reach nationally expected levels in this component of the subject. Pupils with special educational needs usually make similar progress to most other pupils, especially when directly supported by the good learning support assistants. Year 1 pupils learn through investigation that shiny objects reflect light. By the end of Year 2, they test to discover how far a toy truck travels, and record their results in a block graph. In a good link with physical education, they learn about changes to the body during exercise. They begin to understand how an electrical circuit works. Pupils are starting to make predictions, as required for pupils to reach national standards. Year 3 pupils predict which objects a magnet attracts and investigate the strength of different magnets. They classify certain materials according to their properties. Year 4 pupils discover how plaque forms on teeth. They test different materials for hardness. Year 5 pupils, in another good link with physical education, undertake a fitness test and show their results in different ways. Year 6 pupils describe some methods, such as filtration, for separating simple mixtures. They learn through investigation that some solids dissolve in water to produce solutions, and how to recover dissolved solids by means of evaporation.
102. Teaching and learning are mostly satisfactory and are sometimes good. Most teachers have secure subject knowledge, ask purposeful questions to aid learning and transmit enthusiasm to pupils, which helps to ensure that pupils make at least sound gains in learning over time. Teachers provide a satisfactory range of opportunities for pupils to undertake scientific investigation and acquire knowledge and understanding. Very good teaching was seen in Year 3 lesson, which had strong features. The teacher had good relationships with the class and high levels of enthusiasm. The good choice and use of resources reinforced pupils' learning. Purposeful and regular questioning extended pupils' knowledge. The teacher showed secure subject knowledge, with very good emphasis on developing the skills of scientific enquiry. These strengths helped to ensure that pupils were fully involved in the lesson and made very good gains in learning. Where teaching is

less successful, work is not challenging enough for higher attaining pupils, some work lacks scientific focus, and there are missed opportunities for pupils to share their scientific ideas with others. The quality of marking is unacceptably varied, ranging from very good to poor. While most work is marked carefully and teachers' comments celebrate pupils' efforts, they do not always help them to move forward in their understanding.

103. The subject is currently in the safe hands of the headteacher in the absence of both coordinators, who are on maternity leave. Recent improvements to assessment arrangements are helping teachers to discover more precisely what pupils know and understand, and enable them to identify and overcome specific weaknesses. However, as some initiatives are recent, it is too early to assess their impact on raising standards. Clear plans for the subject's further development include the greater use of information and communication technology, which is under-represented in science at present.

ART AND DESIGN

104. The standard of pupils' work is similar to that found in other schools by the end of Years 2 and 6. The organisation of the school's timetable meant that it was possible to see only a few lessons in the subject in Years 3 to 6. No lessons were seen in Years 1 to 2 so no judgement can be made on teaching for these year groups. Further evidence comes from discussions with teachers and pupils and from pupils' work in sketchbooks and on display.
105. In the lessons seen during the inspection teaching and learning are good in the main. In one lesson teaching was satisfactory. Although the curriculum is satisfactory in the main, there are some shortcomings. Firstly, the time that the school allocates to art and design is not enough for teachers to develop pupils' skills in sufficient depth. For example, pupils have difficulty remembering the work of famous artists they have studied because this is not covered with sufficient regularity. Secondly, in Years 5 and 6 teachers plan the same lessons for all pupils. This leads to a lack of challenge for Year 6 pupils and their progress slows down. As a result of these factors pupils' achievement over time, from Years 1 to 2 and Years 3 to 6, is satisfactory. Standards in Year 2 are now average and not above average as they were at the time of the previous inspection.
106. Most pupils' with special educational needs make satisfactory progress in relation to their prior attainment. Pupils with statements of special educational need make good progress in relation to their prior attainment because special support assistants give them effective additional support. In a Years 3/4 lesson the support assistant encouraged some of these pupils to observe patterns closely so they painted carefully watercolour patterns in shades of green. There are no pupils with English as an additional language. Gifted and talented pupils make good progress in their learning because of the work they carry out with a visiting specialist. This is evident in the work that is displayed in the infant hall. This provision is funded by a local education authority initiative.
107. Pupils use a variety of materials, such as textiles, pastels, paint and clay. Year 2 pupils mix watercolours carefully in their work on portraits in the style of Isaac Oliver, a miniature portrait artist. Years 1/2 pupils make interesting three-dimensional paper sculptures. Some of the work on display is of a good standard, for example the watercolour paintings on the theme of relationships in Year 4. These show that some pupils have good brush technique and control. Year 6 pupils use pastels competently in their work on moving figures.
108. A good feature of all the lessons seen is that teachers explain the work clearly and this enables pupils to understand it and start work promptly without having to ask the teacher for more information. They make good use of resources to stimulate pupils' interest and promote concentration and learning. In a Year 5 lesson the teacher showed pupils a variety of pictures of headwear and read expressively the story of Persephone. This

inspired pupils so they concentrated very well. They produced their own interesting and varied designs for headwear that reflected elements of the story, such as the contrast between darkness and light. Basic skills are taught well; for example, teachers encourage pupils to use the correct subject vocabulary such as line and tone. Some teachers ensure pupils write what they are to learn in the lesson in their sketchbooks, and date their work, so pupils have a good understanding of their own learning. This good practice is not consistent across the school.

109. Pupils' behaviour is very good because they are very motivated and interested in the work and because of the very good friendly relationships that they have with teachers. The Years 3/4 teacher linked effectively the pattern work to pupils' work on shape and symmetry in mathematics but in the main, teachers promote satisfactorily pupils' numeracy skills. They could promote more effectively pupils' literacy skills. Teachers could also make greater use of information and communication technology to support pupils' learning in art.
110. The subject makes a positive contribution to pupils' social and cultural development. Pupils work collaboratively and co-operatively together in their work. They make attractive patterns on material based upon traditional patterns from India and Sri Lanka. Leadership and management of the subject are satisfactory. The co-ordinator is new to the role and has clear plans for the subject's further development, such as the monitoring of teaching and learning, together with the ability, support and commitment to implement them successfully. Assessment procedures are satisfactory. Teachers assess regularly pupils' achievements in lessons and use this information to plan future work for them.

DESIGN AND TECHNOLOGY

111. Standards in design and technology are in line with national levels by the end of Year 2 and 6. Progress is mostly satisfactory as pupils move through the school because there are an appropriate range of projects for pupils to develop their skills of design, making and evaluation. This is a better picture than at the time of the last inspection when standards at the end of Year 6 were below those expected nationally. However, the range of resources is too narrow to enable pupils to make the best possible gains in learning, and this was a weakness at the last inspection.
112. Pupils work with a small range of tools, equipment, materials and components to make products of variable quality. Year 1 pupils make a simple puppet with moving parts and make a model of a Jack-in-the-box. Year 2 pupils produce design ideas for a moving toy, using pictures and words, showing basic knowledge of materials and components. Pupils in Years 3 and 4 consider the ingredients for, make and evaluate a sandwich, beginning to pay attention to its appearance. They disassemble a photograph frame before completing initial sketches, refining their designs and completing their product, considering the quality of finish. By the end of Year 6, pupils' designs, such as of biscuits, are more detailed. After making their biscuits, they consider improvements based on criteria such as appearance, taste, texture and ingredients. They consider design implications, such as function, cost, appearance and safety before designing a pencil case from labelled drawings. The quality of their finished products is satisfactory.
113. There is insufficient evidence to form a judgement about the quality of teaching in design and technology as only one lesson was observed. Good features of teaching, observed in Year 2, include secure subject knowledge, good emphasis on developing important skills and on matching tasks to pupils of different abilities, good questioning of pupils, encouragement given to pupils to use their initiative and much use of praise. These good features help to increase pupils' confidence and enthusiasm. As a result, pupils clearly enjoy the lesson, display a positive attitude to their work and make good gains in their learning.

114. The subject is well led. The introduction of a design booklet for pupils in Years 3 to 6 has been a recent improvement and there are clear plans for the subject's further development. However, there are no consistent approaches to assessing pupils' progress as they move through the school, although there are planned arrangements to assess important skills. The co-ordinator is not yet regularly monitoring teaching and learning to help her gain an effective overview of the subject to help raise standards although this is planned for later in the year. Resources are barely adequate to teach the requirements of the National Curriculum and require extending to improve the range available. Links with English, mathematics and information and communication technology are evident, but require further development.

GEOGRAPHY and HISTORY

115. History and geography are taught as alternate topics throughout the school so that at the time of the inspection no geography lessons were being taught in the junior classes and no history lessons in the infant classes. Since the last inspection the school has adopted a scheme of work that builds on the development of skills. However, as units are taught on a two-year cycle and all pupils usually complete the same tasks, pupils in the older age group of the cycle are insufficiently challenged in the terms of developing skills. Despite these weaknesses, pupils at both 7 and 11 reach standards that are in line with national expectations in both history and geography, as was the case at the last inspection.
116. No overall judgement on teaching in the infant classes for either history or geography is made. The recording of work is mainly in pictorial form so that opportunities are lost for pupils to practise their writing skills. In geography, pupils appropriately study the local area and draw simple maps showing the way to school. Because of the two-year cycle there is no development in mapping skills between Year 1 and Year 2 pupils. However, in a good geography lesson Year 2 pupils were suitably challenged about the positions and the characteristics of seaside places. The teacher made good references to work in literacy on compound words and the break down of 'sea-side' to help pupils establish the fact that seaside places are always on the coast. She built skilfully on pupils' contributions that the seaside 'was fun' by relating this to building sandcastles and the concept of a beach and the sea, but it was more difficult to convince them that the seaside was not always hot and sunny! Recording of this work matched pupils of all abilities as they drew a selection of pictures for a post card and wrote a simple description or list on the back, with good support being provided for pupils of lower ability. During this work support from the teacher was good so that pupils were able to build on their own experience of holidays at the seaside.
117. In discussion with Year 2 pupils about history they recalled their work on old and new houses and knew that things change over time. They knew that gas and candles were used for light before electricity and houses had no bathrooms. They talked about old toys being made of wood and metal and new ones being mainly of plastic. Opinions were expressed about life in the past, but only in the context of material things.
118. The teaching of history in the junior classes is good overall; no judgement is made on the teaching of geography. As is the case in the infant classes the two-year cycle means that pupils from both year groups often work at the same level and there is insufficient challenge for those of higher ability. The result of this is that although pupils acquire satisfactory knowledge, their understanding and their development of enquiry skills remains undeveloped and this affects the standards that they achieve. However in a good lesson in Year 5 the level of challenge was high as the teacher focused on sources of evidence for historical enquiry. Pupils then had to extract as much information as they could about life in Tudor times by studying inventories. Expectations were high and the teacher made good use of open-ended questions and comments so pupils responded

enthusiastically to the challenge of being good 'detectives'. Throughout the lesson they were continually being asked 'What is the evidence?' In a less successful lesson the teacher did not challenge or motivate the pupils. Their task of identifying features of Tudor houses therefore became mundane and they worked at a level that was lower than would be expected.

119. Pupils in Year 4 were imaginatively introduced to work on the Vikings through a saga. During a good introduction the teacher reinforced pupils' understanding of the words 'raid', 'invade' and 'settle' before reading the story. After pupils had recorded the story in various forms they sat in a circle and tried to retell the story verbally. This was very effective in demonstrating that evidence that is passed down through generations by story telling is often changed. After the teacher had confirmed facts that could be backed up by other evidence, pupils were able to speculate on the other parts.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Since the last inspection there has been significant development in the provision for information and communication technology (ICT) which has resulted in the development of a computer suite with 12 networked computers to complement the computers in classrooms, a more systematic approach to what is being taught, greater staff confidence in some cases, and higher standards of attainment. However, the improvements have not been totally effective due to the missed opportunities in developing pupils' skills through other subjects. For too much of the time, the computer suite is not being used.
121. The standards achieved at the end of Year 2 are broadly in line with those expected for pupils aged seven years. Pupils from a young age are familiar with computers and appreciate the uses of computers in the home and for other purposes. For example, pupils in Year 1 and Year 2 understand that some washing machines have a computer and a computer controls traffic lights. They understand that devices need to be given instructions and apply this knowledge to good effect when they direct a programmable floor robot (roamer) to travel and change direction. Higher attaining pupils were able to draw a square or rectangle on the computer screen by giving a series of instructions and use the 'repeat' command as part of the sequence. They apply their knowledge of right angles to help them. Pupils struggled when trying to create a triangle shape on screen. Numeracy skills are also consolidated when pupils create graphs and charts (pictograms), for example of favourite fruits and eye colours. In work on graphics, pupils create pictures using a drawing program. When using the word processor, pupils can load and open the program independently. They use the icons effectively and save, print or delete their work. They show satisfactory mouse control and amend their work. They use computers to consolidate their literacy skills when they use a writing frame in their fiction and non-fiction work. All pupils, including those with special educational needs, make satisfactory progress.
122. At the end of Year 6 standards are a little below national expectations. Pupils make satisfactory progress in developing their skills, knowledge and understanding of how to communicate and handle information through ICT. Progress is not as good as it could be because pupils have so few opportunities to use their skills due to the limited access to computers. For example, there are too few occasions when pupils can use a word processor to draft and redraft on screen. When pupils have easy access to computers they can apply their skills, as pupils in Year 6 showed when they utilised their word processing skills to edit their 'detective story' work and produce 'estate agent' posters. They make headlines stand out by using bold, italic, underlining functions and different font styles. Pupils enhance their work by importing pictures from a CD ROM and from the Internet. However, these are not as frequent and common experiences as they could be and very little of the pupils' work on display in school has been produced using the computer. In the controlling and measuring aspect of information technology, pupils in

Year 6 understand how to create a sequence of instructions to light up a robot's eyes on the monitor screen and make the body move. There is no evidence that pupils can use ICT to sense physical data such as temperature, light and movement because they have not yet used the appropriate equipment. Pupils in Years 3 and 4 have a satisfactory knowledge of how to write a set of commands, for example, to draw a shape on screen or to program a moving toy to make a shape. Discussions with pupils indicated that, although pupils had experience of using a spreadsheet in mathematics and setting up a database to support their work in mathematics, they were uncertain that they could do so without guidance. They do know how to produce bar charts and graphs, but should extend this to include other formats such as pie charts and line graphs.

123. In all classes, pupils are beginning to use information on a CD ROM and the Internet to provide information to support their topic work. Unfortunately, much of this only takes place when the class has a timetabled slot in the computer suite. Consequently, the use of ICT in other subjects and especially in supporting literacy and numeracy is a weakness. There are odd examples of work in other subjects, such as the creating of classroom plans in geography and designs with repeating patterns in art. These are occasional good example and not routine.
124. The quality of the direct teaching of ICT skills is satisfactory and pupils' learning is also satisfactory. All teachers have developed their own knowledge, skills and understanding considerably since the last inspection and they are much more confident in their own knowledge than they were previously. The school now uses recent guidance from the Qualifications and Curriculum Authority to ensure that skills are taught in a systematic way. Lessons are well planned with a clear identification of what skills pupils are expected to learn. However, at the moment teachers are providing all pupils within the class with similar work and do not have sufficient extension work for those pupils who may be already skilled because they are using computers regularly at home.
125. The better lessons are well organised with pupils being given good opportunities to work individually on computers. In these lessons the teacher circulates well and does not interfere unless a pupil is experiencing difficulty. However, sometimes the support staff intervene too soon and pupils are directed to do something. As a result pupils do not know why or how to repeat this in future. Pupils' response in ICT lessons is good in the computer suite. They are well behaved and listen carefully to their teacher or adult helper. Through their high levels of concentration and perseverance, pupils display a determination to develop their knowledge, skills and understanding. Pupils appreciate the support they are given and they are sufficiently confident to ask questions when unsure about the task. Pupils treat all equipment with great care. They have enjoyed sending e-mails to their classmates and understand how important it is to send 'good' messages and nothing 'nasty'. This helps to promote their moral and social skills.
126. Two co-ordinators provide sound leadership of the subject and recognise the need to make better use of ICT to support other subjects. Ongoing assessment is at an early stage of development. The co-ordinators recognise the need to track pupils' skill development to enable them to provide work that is more closely matched to pupils' prior attainment.

MUSIC

127. Music has a low profile in the school since the last inspection as the teachers have understandably given priority to the raising of standards in literacy and numeracy. There is no 'specialist' musician on the school staff and many teachers lack confidence and expertise in teaching music. To combat this problem, the school has wisely considered ways to support the music provision and 'buys in' support from the local education authority music service. During the inspection it was possible to observe only two lessons,

which covered only the listening and performing aspects of music in two classes in the juniors. There was very little positive evidence to be gained from observations of assemblies and no extra-curricular musical activities are provided. The lack of music appreciation and singing in assembly is a disappointing aspect and limits spiritual development. There is a lack of secure evidence to judge pupils' overall attainment or the quality of teaching and learning. Neither is it possible to compare provision for music now with provision during the last inspection.

128. Teaching and learning in the one lesson seen was good and in the other it was satisfactory. A feature of the good lesson was the good management of pupils, which fostered their good attitudes and behaviour. The teacher asked probing questions about the types of instruments and the 'timbre' (quality of tone) produced. Literacy and numeracy are promoted soundly, for instance through following song sheets in lessons and through the vocabulary used to describe the feelings evoked by the sounds of instruments and songs. Information and communication technology is used to support pupils' learning in a minor way through the use of recorded music.
129. The co-ordinator effectively supports teaching and learning and has introduced a useful scheme of work, which provides a suitably broad and balanced curriculum and also helps those teachers who lack confidence in the subject. This is still being adapted and needs to be evaluated. There is no formal assessment in music at present, but the school does recognise that this is an area to develop. Music makes a minor contribution to pupils' social development, for example, through providing opportunities for pupils to play instruments or sing in groups. The school's music provision makes a limited contribution to promoting pupils' spiritual and cultural development. There are many missed opportunities in lessons, assemblies and collective worship to listen to and appraise music. However, the school has occasionally listened to music of different styles, times and cultures and pupils have an opportunity to perform for their parents in productions at Christmas.

PHYSICAL EDUCATION

130. There is insufficient evidence to make judgements about standards in physical education at the end of Year 2. Standards in gymnastics are close to national expectations by the end of Year 6.
131. Due to the inclement weather during the inspection and timetabling arrangements, it was not possible to make a judgement about progress over time. However, planning indicates that all components of the subject are taught and show that the subject is secure within the school's curriculum. For example, there is a programme of outdoor and adventurous activities for pupils in Years 3 and 4, which involves pupils in engaging in problem-solving skills, following trails in familiar surroundings and co-operating with others to meet challenges. A swimming review has been undertaken following an identified weakness in provision from the last inspection. This had led to improvements in the numbers of pupils who achieve National Curriculum expectations when they leave the school.
132. Year 1 pupils roll balls and quoits to partners, developing skills of control and co-ordination. By the time pupils reach Year 6, pupils demonstrate improving precision control and fluency as they link different balancing skills, techniques and ideas appropriately.
133. There was too little evidence to make judgements about the quality of teaching across all years, as only three lessons were seen. However, the teaching in the upper school in two observed gymnastics lessons was judged very good. Both teachers emphasised well the development of important skills. Resources were used effectively to ensure pupils made good gains in learning. Teachers enabled pupils to think for themselves, and to share

good practice, to help improve their learning. Planning for and implementation of the lessons ensured compliance with National Curriculum requirements. Some teachers link physical education effectively with work in science.

134. The subject is soundly led, and there are plans for its further development. Weaknesses from the last inspection appear to have been addressed. There are good links with some external organisations. For example, some older pupils visit Salford Quays to do water sports. Resources have been improved since the last inspection to help ensure a wide range of learning opportunities. However, there are no arrangements in place for assessing the development of important skills as pupils move through the school. The co-ordinator has monitored lessons to help him gain an important overview of strengths and weaknesses. This is not yet happening regularly enough, although more monitoring is planned. After-school clubs and sporting links with other schools are too few and do not enrich the physical education curriculum.

RELIGIOUS EDUCATION

135. The teaching of religious education is based on local guidelines and provides teachers with a secure framework in which to work. Pupils learn about Christianity and other major world faiths, including Hinduism, Sikhism, Islam, Judaism and Buddhism. Standards have been maintained since the last inspection and the attainment of pupils of 7 and 11 is in line with expectations of the agreed syllabus. Pupils with special educational needs are well supported in lessons and make progress that is in line with their abilities.
136. In the infant classes pupils acquire knowledge from artefacts and stories, including some from the Bible, and through good teaching apply this knowledge to help them explore feelings and values. For example in a good Years 1/2 lesson the story of the Ugly Duckling delighted the pupils. The teacher read the story with great expression so that the pupils were fully enveloped, contributing 'oohs and aarhs' at relevant places. The skilled questioning that followed encouraged and enabled the pupils to expand their ideas and views, thus contributing to their development of language skills. At the end of this successful lessons pupils reflected on the moral of this story, thereby contributing to their appreciation of differences in life.
137. Good teaching continues in the juniors where pupils are given knowledge and, therefore, tolerance and understanding of other people's beliefs. On returning from a visit to a mosque pupils were amazed at the welcome they had received remarking that 'They really wanted us to be there'. In a very good lesson in Year 5, pupils examined various different Bibles and compared their formats, considering who they were written for as well as the fundamental questions of 'Who wrote the Bible and when?' Due to the very sensitive teaching, all Bibles and other books of children's bible stories were handled extremely carefully and with great respect by all the pupils. This lesson was far more than a lesson to learn facts about a special book.
138. Good teaching in Year 3 resulted in pupils being able to understand the 'Parable of the Sower'. Some pupils contributed their ideas of God's message as 'be good' and 'lead a good life' but found it difficult to equate 'people' and 'seeds'. However, through skilled questioning pupils gave examples of different sorts of people in their own lives. Pupils were then well supported as they matched statements to different types of people, thus making good progress in understanding a difficult parable.
139. The recently appointed co-ordinator has vision and feeling for the subject. She has incorporated additional material into the agreed syllabus as added support and hopes to give guidance on assessment and the use of information and communication technology following planned courses.